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ABSTRACT

This manual is a guide to developing a comprehensive career development program in a local school district. It is based on the experience of program development in Neptune Township, New Jersey, following the National Career Development Guidelines of the National Occupational Information Coordinating Committee and the subsequent Comprehensive Career Development Program. Following an overview of the program, the next seven sections of the manual cover the following: mission and philosophy; staff, district, and counselor inservice training; steering and advisory committees; needs assessment; development and implementation; evaluation; and public relations. Materials from the Neptune program include a guidance needs survey, career development scope and sequence, three sample lesson plans in career guidance for each of grades K-12, and individual career plans for each grade level. (KC)

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A New Jersey Comprehensive Career Development Program Model

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This manual was developed and compiled by Russell Walling, Career Counselor and Project Director; Arlene Schacht, Guidance Chairperson; and Richard Beltle, Publications Editor; of the Neptune Township Public School District. It is based on the National Career Development Guidelines.

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CHAPTER I

OVERVIEW

This manual is written as a guide to developing a comprehensive career development program in a local school district. Step by step and chapter by chapter, an attempt is made to inform and guide readers as they begin a rewarding journey.

The *National Career Development Guidelines* developed through the National Occupational Information Coordinating Committee (NOICC) forms the backbone of the work in Neptune Township. Contained herein is Neptune's experience with these guidelines and the subsequent Comprehensive Career Development Program. The following background information is taken from the *National Career Development Guidelines.*

Benefits of Comprehensive Career Guidance and Counseling Programs

Research affirms that comprehensive career guidance and counseling programs in combination with other interventions provide several benefits. Using the *Guidelines* to improve programs will yield the following benefits:

- Reduce individual risks by increasing school and program retention rates, promoting higher self-esteem, and improving social adjustment.
- Better prepare individuals for the changing workplace increasing their understanding of the relationship between education and employment and improving career decision making skills.
- Support educational excellence by increasing motivation and improving academic achievement.
- Enhance family involvement through helping parents understand how they can assist their children with career planning.
- Increase program accountability through regular assessment of student or client achievement and evaluation of program components related to student achievement.
- Promote program coordination and articulation by defining a sequence of delivery for program outcomes and reinforcing learning from previous levels.

Quality Career Guidance and Counseling Programs

The purpose of the *Guidelines* is to serve as a blueprint for states, schools, colleges and universities, and human service agencies to use to develop comprehensive career guidance and counseling programs that:

- Are identifiable but integrated with other program areas.
- Are coordinated with other institutional programs and articulated with programs at other levels.
- Enhance the career development attitudes, skills, and knowledge of students.
- Use coordinated activities such as classroom instruction, counseling, assessment, career information, placement, consultation, and referral.
- Have a defined structure (e.g., qualified leadership, diversified staffing, adequate facilities and materials, financial resources, and effective management).
- Are accountable with evaluation that addresses both student or client outcomes and program processes.

National Career Development Guidelines

The *Guidelines* can help states and local institutions:

- Strengthen career development programs at all levels.
- Enhance student or client achievement of career development competencies.
- Develop state and local career development standards.
- Improve career guidance and counseling programs.

Based on consensus of national and state agency and professional association representatives as well as individual career development experts, the *Guidelines* address three main areas:

- Student and Client Competencies and Indicators--recommended student or client outcomes are organized around the areas of self knowledge, educational and vocational development, and career planning.
- Institutional Capabilities--recommended structure and support needed for quality programs are presented including administrative commitments, physical facilities, materials and equipment.
- Personnel Requirements and Counselor Competencies include recommended staff roles and counselor competencies needed to deliver quality programs.

The Implementation Process

The *Guidelines* products are designed to support the improvement of existing programs through a recommended implementation process that addresses the following needs:

- Secure needed commitments and resources.
- Strengthen counselor and other team members' interest and expertise.
- Establish effective teaming with other institutional personnel.
- Redefine counselor roles and responsibilities to provide time to deliver the career counseling and development program.
- Phase the implementation process so that it is manageable.
- Involve groups such as administrators, other staff, state-level staff, and counselor educators to provide resource assistance.

The implementation process includes three steps, Planning, Development and Implementation. The outcome of implementation is a Career Guidance and Counseling Plan that includes: mission, student or client career development standards, program processes, program structure, program schedule and an evaluation plan. It is important to allow sufficient time to complete the process.

Implementing the National Career Development Guidelines

The National Career Development Guidelines' implementation process provides an approach that each district can use to review and improve its current program. This approach is compatible with state and local guidelines and standards and is intended to be flexible. In order to properly effect implementation school districts should be willing to:

- Develop awareness of state-level activities related to career development guidelines or standards.
- Obtain administrative and staff endorsement of the implementation process.
- Appoint a coordinator.
- Appoint and train a steering committee to manage the implementation process.
- Appoint an advisory committee to provide input and review.
- Provide adequate time for the coordinator, steering committee, advisory committee and other staff to complete the implementation process.
- Allocate financial resources to support the process.
- Provide in-service training for our staff to support the implementation process.
- Identify and use outside resource persons (e.g., state agency or university consultants) to support the implementation process.

Project Guidelines

PROJECT OBJECTIVES - To review the *National Career Development Guidelines* and prioritize the goals and competencies. The *Guidelines* are broad and are on three different levels. The tasks will be wide and varied and teams of counselors and teachers must decide what the focus will be, how the tasks will be accomplished, and who will be responsible for each phase.

PROJECT METHOD - Tasks to be accomplished will range from perceiving the need for guidelines, to believing in the necessity of a comprehensive program, to gaining support for the program, and, ultimately, producing a comprehensive career and guidance curriculum.

-According to the *Guidelines*

- One is planning.
- Two is development.
- Three is implementation.

Committees of counselors and teachers should be formed. Each level committee should then work with the *Guidelines* to determine those competencies and indicators which needed to be the focus of effort and, ultimately, the basis of curriculum.

A needs assessment survey based upon competencies and indicator and indigenous to each school level need to be developed. Ultimately, the responsibility falls upon the shoulders of a few people. As the work focus narrows and the committees produce competencies and indicators, these people accept the challenge of producing the needs assessment. If committees work, small committees work better. However, final documents are usually collated and ultimately produced by one or two people.

MATERIALS - The *The National Career Development Guidelines* forms the basis of the project. Discussion and debate over each competency and indicator will take place until the committee is satisfied with its choices. Additional information can be gleaned from any and all other sources.

CHAPTER II

MISSION AND PHILOSOPHY

Because implementation of a comprehensive career development program builds on the guidance components which are already in place within the school district, it is essential to understand the district's mission and philosophy. Replicated below is background related to the Neptune Township School District which serves as an example of the type of information each district may wish to secure prior to embarking on the implementation process.

Neptune Township, New Jersey

Neptune Township is located in Monmouth County, N.J., and has a population of approximately 30,000. It is essentially a middle to lower middle class socioeconomic, racially integrated community. The mean family income is $22,124.00, and 11% of Neptune's residents are below the poverty level.

With an increasing percentage of disadvantaged in the population, there is also a lack of role modeling in the family structure and a lack of employment opportunities due to inadequate preparation.

Many students are passing through Neptune's schools with little or no motivation to succeed. Much of this may be attributed to the fragmentation of today's families and the lack of motivating role models in the home.

Clearly, the *National Career Development Guidelines* provided Neptune with an opportunity to develop and implement a comprehensive career guidance and counseling program which can address the life-long career needs and aspirations of all students while complementing its core mission.

Neptune Township School System

The district student population is more that 3,600 pupils enrolled in five grade K-5 elementary schools, one grade 6-8 middle school, and a four-year high school.

Approximately six per cent of the high school population drops out annually. A recent survey indicated 63% of the students did not intend to go to college. Without proper training, these students, including the dropouts, appear destined to become potential failures after entering the world of work. These students will be unprepared as they lack employability training knowledge.

Neptune Township was one of three Urban Districts in the State of New Jersey selected to participate in the Urban Initiative - Operation School Renewal. Presently, Neptune continues to be committed to the goals developed under this program.

In 1988, Neptune Township was selected as one of two New Jersey school districts to participate with the New Jersey Occupational Information Coordinating Committee (NJOICC) to develop a comprehensive guidance program based upon the *National Career Development Guidelines* originated by NOICC. In these guidelines, NOICC has developed twelve competencies as a basis for a comprehensive career guidance program which encompasses a kindergarten through post-secondary student population.

Core Mission

The primary mission of the Neptune Township School System is to prepare students for life in the twenty-first century. Today's students face a world very different from the one encountered by students only five or ten years ago.

Neptune will continue to honor its commitment to a strong basic skills program which includes reading, mathematics, and writing. We recognize that those who do not have a strong foundation in these basics will be even more limited in the opportunities available to them than their counterparts of today. We believe that each child is capable of mastering these essential basic skills.

Of utmost importance is the skill of "learning how to learn." With the rapid change in technology and the increasing need to manage information, no student will be prepared to go through life armed only with the knowledge, skills, and attitudes acquired by the time of high school graduation. Our students must develop the power of critical thinking and we must raise expectations for all students. Neptune is dedicated to the development of these skills throughout its educational programs.

Neptune will expand its commitment in developing the habits and attitudes which make us uniquely human and those which prepare us to live in a democratic society. We will persist in providing experiences which inculcate in our youth a positive self image, a sense of responsibility for one's own actions, caring for others, and the duties of a good citizen.

The role of the parent is a major focus in our educational plan. Neptune will actively encourage parents to become more involved in the operation of its schools. It is our intention, however, to solicit the involvement of parents who have been reluctant to participate. Only with the true support of all parents will more of our students reach their potential.

Our world provides diverse opportunities for a diverse population. Neptune will continue to offer and expand its wide range of courses, vocational experiences, athletics, co-curricular and extra curricular activities to assist students in making career and lifestyle decisions in a nondiscriminatory manner.

Neptune Township and its sending districts are made up of a diverse population representing differing nationalities, races, religions, beliefs, and socioeconomic levels. We perceive this as a benefit, not as a handicap. It is our mission to utilize this wide range of interests and concerns to provide our youth with a well-rounded and meaningful education which will prepare them for a happy, productive, and successful life for the remainder of this century and the beginning of the next.

District Educational Goals

1. Develop skills in reading, writing, speaking, listening, and mathematics.
2. Learn how to examine and use information.
3. Develop pride in work and a feeling of self-worth.
4. Develop a desire for learning now and in the future.
5. Develop good character and self-respect.
6. Learn how to be a good citizen.
7. Learn to get along with people.
8. Gain a general education.
9. Gain information needed to make job selections, develop skills to enter a specific field of work, and learn how to be a good manager of money, property, and resources.
10. Understand and practice the skills of family living, health, and safety.
11. Learn to understand changes that take place in the world.
12. Learn how to use leisure time and appreciate culture and beauty in the world.

N.J. Educational Process Goals

1. Instruction which bears a meaningful relationship to the present and future needs and/or interests of pupils.
2. Significant opportunities, consistent with the age of the pupil, for helping to determine the nature of the educational experiences of the pupil.
3. Specialized and individualized kinds of educational experiences to meet the needs of each pupil.
4. Opportunities for teaching staff members and pupils to make recommendations concerning the operation of the schools.
5. Comprehensive guidance facilities and services for each pupil.
6. An environment in which any competition among pupils is positive.
7. Resources for education, used with maximum efficiency.
8. Teaching staff members of high quality.
9. Diverse forms of constructive cooperation with parents and community groups.

Neptune Township
Comprehensive and Developmental Guidance Program Goals

The Guidance Program in the Neptune Public Schools concerns itself with the student as an individual. The counselor seeks to provide students with self knowledge and educational opportunities. The counselor also wishes to help the student understand the world of work and opportunities and demands after high school.

Goals of the program include assisting students in:

1. Achieving their maximum potential.
2. Developing effective decision making skills.
3. Developing skills necessary for success in today's working world.
4. Maintaining an alcohol & drug free lifestyle.
5. Minimizing the impact of personal and/or learning problems as early as possible, through intervention.
6. Being available to students, their families or staff members when needed.

CHAPTER III

STAFF, DISTRICT, COUNSELOR IN-SERVICE TRAINING

Before any school system attempts to implement a comprehensive career development program, it is strongly suggested that in-service training be offered to counselors and other allied staff members.

Consideration should be given to including information on the following topics in the in-service training.

- Benefits of comprehensive career guidance and counseling programs.
- Facets of quality career guidance and counseling programs.
- *National Career Development Guidelines.*
- New Jersey Comprehensive Career Development Models.
- Student competencies.
- Developing a district plan.
- Implementing a district plan.
- Career resource centers.
- Individual career plans.
- Computerized guidance systems.
- Needs assessments.

Once this in-service is completed and a direction is set, it is again strongly suggested that the cadre which has benefited from the initial in-service in turn provides in-service to the entire faculty.

In the Neptune district, counselors and guidance supervisors initially attended a three day training session. At this meeting, Dr. Norman Gysbers, Professor of Educational Counseling Psychology at the University of Missouri, was the trainer. The benefits derived from this in-service training were seen in a nucleus of counselors who were both visionary and willing to make a comprehensive program work in the district.

Once a commitment to a comprehensive program was made, the initial cadre of counselors provided in-service to all teachers in the system.

Information and/or materials on planning and conducting an in-service program can be obtained from the:

NEW JERSEY STATE DEPARTMENT OF EDUCATION
Division of Vocational Education
225 W. State Street, CN 500
Trenton, NJ 08625 (609) 292-5850

Also, information is available from the:

NORTHEAST CURRICULUM COORDINATION CENTER
Crest Way
Aberdeen, NJ 07747
(908) 290-1900.

At the center, ERIC microfiche, searches, books and materials for circulation, and reference books are available. Information is also available from the national and local professional associations such as the New Jersey School Counselors Association and/or attendance at state and association sponsored conferences and workshops.

CHAPTER IV

STEERING AND ADVISORY COMMITTEES

A project of this magnitude must have one person designated to guide the project to fruition. The project director should be a counselor who is interested and committed to developing a comprehensive career guidance and counseling program and will work with the steering committee members to create and implement the master design.

To be effective, the project director should be released from other assignments to manage the implementation strategy. Primary responsibilities are to:

- Secure administrative support.
- Establish communication procedures with the administrative staff.
- Recommend Steering Committee members.
- Plan and conduct Steering Committee meetings.
- Delegate responsibility for specific tasks to committee members or other individuals and groups.

Identify the Steering Committee

The Steering Committee will provide leadership and coordinate the entire three-step strategy. It is the policy and management group for the program.

The Steering Committee size will vary accordingly in each district. It should be large enough to represent key groups but small enough to operate efficiently. Steering Committee members need to demonstrate an interest in career guidance and counseling as well as the motivation and commitment needed to implement organizational change. Administrators need to acknowledge the importance of this assignment and release members of the strategy committee from other assignments when necessary. The committee's major responsibilities are to:

- Review the *National Career Development Guidelines* to determine their compatibility with state and school policy, law, regulations, and philosophy.
- Develop and coordinate the administration of a needs assessment.
- Develop student career guidance and counseling standards and delivery sequence.
- Review the current career guidance and counseling program in relationship to the standards.
- Develop a career guidance and counseling program plan. Assess resources needed for the implementation process. Identify factors that may support or inhibit implementation efforts. Provide training and resource assistance to enhance program implementation.

- Develop procedures for coordinating program activities with other schools, agencies, and organizations.
- Design and administer evaluation measures, using the results for program improvement.

Possible subcommittees include:

- *Needs Assessment Subcommittee*--Designs, conducts, and analyzes needs assessment efforts prior to developing or revising the career guidance and counseling program.
- *Program Design Subcommittee*--Reviews current program and develops new products and services for new program implementation.
- *Evaluation Subcommittee*--Outlines, develops, and implements the program evaluation plan.

If the district is small, these responsibilities can be assumed by the Steering Committee. A larger school benefits by using separate subcommittees because the Steering Committee can then focus on leadership and coordination while involving more individuals at the early stages of planning and development.

Leadership for each of the subcommittees should be the responsibility of a Steering Committee member. Subcommittee members should be selected for their interest and expertise in the area. In addition to relying on internal staff expertise, you may want to identify an external cadre of technical assistance experts for assistance.

The Steering Committee will be more effective if the members receive training before taking on the major tasks to be accomplished. Training is available through the New Jersey State Department of Education, Division of Vocational Education.

Advisory Committee

Whereas the Steering Committee provides leadership and coordination, the Advisory Committee's roles include reviewing recommendations made by the Steering Committee, enlisting support for the revised career guidance and counseling program, and providing links to various constituencies. During the planning stage, they will review the needs assessment procedures and results, consider and endorse the career guidance and counseling standards and perform other specific tasks.

Selecting the Advisory Committee may be the responsibility of the Steering Committee. Members who represent a wide range of interests and influence are desirable and can be found among:

- Administrators--The principal (or representative) helps assure communication and support.
- Staff-Representatives with guidance, counseling, and career development expertise as well as others with differing backgrounds improve coordination of program delivery.
- Parents--Family representatives of students provide a special point of view as they are personally concerned about their child's career development.
- Students--Representative(s) of those individuals for whom the program is intended can provide an important perspective and contact with other students.

- Public and Private Organizations--Representatives of outside organizations such as educational institutions, and public and private employers, offer opportunities for improved cooperation and articulation.
- State-Level Personnel--Government representatives who specialize in vocational education, rehabilitation, employment service, employment and training, corrections, career information delivery systems staff can provide information about program resources.
- Counselor Educators--Professionals from colleges or universities can provide input about new career development theory and counseling approaches.

The Neptune Township Advisory Board Includes the township mayor, chairperson of the Board of Education's Education Committee, the director of the Neptune 10K Project, a student from the high school, a parent, a representative of the Mental Health Division of the Jersey Shore Medical Center, the director of the Neptune Drug and Alcohol Abuse Program, the director of the Career Resource Center at Brookdale Community College, and a member of the local business community.

The National Career Development Guidelines Handbook, the source of much material in this chapter, provides concise direction for forming the steering committee and other administrative elements of the program.

Copies can be obtained from:

NORTHWEST REGIONAL EDUCATIONAL LABORATORY
Attn: Document Reproduction Service
101 Southwest Main Street, Suite 500
Portland, OR 97204

Chapter V

NEEDS ASSESSMENT

Conduct a Needs Assessment

The primary purpose of the *Guidelines* is to strengthen career guidance and counseling programs to help students attain competencies. To ensure that the competencies and indicators provided are responsive to the needs of the students served, verify their appropriateness to the local school districts.

The most effective way to verify the competencies and indicators is to conduct a needs assessment. A needs assessment:

- Identifies needs of students and provides information for program planning.
- Provides information to staff and policy-makers to ensure program support.
- Provides a basis for selecting and implementing program activities.

The Needs Assessment Subcommittee will be responsible for designing, conducting, and analyzing the needs assessment. The Steering Committee and Advisory Committee can be consulted for advice and input. If available, information from recent needs assessment or evaluation efforts, should be reviewed.

It is critical that adequate resources--time and funds--be allocated for the needs assessment. Without accurate and up-to-date information, efforts to improve your program will be wasted.

The students served, as well as administrators and staff, are the principal groups that should be surveyed. Subgroups of students who have unique needs--minorities, females, non-English speaking, handicapped, disadvantaged--need to be surveyed separately. Depending upon school system goals it may also be beneficial to survey external groups.

If the results are to be meaningful, there must be a sample large enough to be representative of the population. Thus, it is important to consider the return expected for the survey to better estimate for the number to be surveyed.

Production of the Needs Assessment Instrument

The task of producing a needs assessment is difficult and laborious. We found that it was more troublesome to discard information than accumulate it. The tendency is to try to cover all subjects and poll all the students, parents and teachers. After many rewrites, it was decided to produce lean instruments.

A measurement specialist, either a subcommittee member or outside expert, needs to be involved in deciding such issues as:

- How will the instrument be developed?
- What alternative forms will be developed for specific groups?
- How will the instrument be formatted for easy tabulation?

Neptune's needs assessment forms have been included as an informational samples. They facilitated gathering information about both the importance of the indicator as well as how many individuals currently have attained that particular knowledge, skill or ability.

Different forms may be needed to assess the different groups. For example, some groups--program participants and external groups--may be asked to evaluate an item's importance. Staff may be asked not only how important an item is, but how well the indicator is currently being met. Also, vary the length of the instrument. If the survey is too long for some groups, it may be divided into two shorter surveys, using half of the indicators for each competency on each survey.

Special attention needs to be paid to the format that is used. Structured responses--yes/no, multiple choice, scale ranking--are easier to tabulate than more open-ended responses.

Collect Data

Key questions about data collection include:

- How will the surveys be administered?
- Who will be responsible for administering the surveys?
- What is our time schedule for administration?
- How many follow-ups will we do?
- When will they occur?
- How will they be done--mail, telephone?

A plan for administering the survey must include procedures, a time schedule, and methods for follow-up to ensure an adequate response. Because the information being collected is the basis for establishing standards, it is critical that the process be conducted properly.

Dissemination in Neptune

The Elementary Survey is given to teachers and parents. No students are involved. A cross section of the faculty and the PTO would be polled.

The middle school survey given to a cross section of classes in the 6th, 7th and 8th grades. The entire faculty is asked to respond to the survey. Because a cross section of parents is desirable parents entering the school during a selected month could be polled.

The high school survey is given to a cross section of students. The committee determined that opinions of students were vital and would ultimately alter curriculum.

Analyze Data

Key issues to consider when analyzing data include:

- What competencies and indicators were rated most and least important?
- Did the results differ by groups?
- How can we best report the results?

The data needs to be analyzed to identify the competencies and indicators which rated the greatest priority for adults to achieve. More detailed information can be obtained by performing separate analyses for each group of respondents.

The report needs to summarize the results as well as the process used to gather the information. In addition to sharing the findings internally, the report may be disseminated to a wider audience to keep the public advised about the progress the organization is making toward implementing a career guidance and counseling program.

Select Competencies and Indicators

In order to select the appropriate competencies and indicators for your program, the Needs Assessment Subcommittee must consider key issues in this process: defining the criteria that will be used for selection of competencies and indicators, determining who will be involved in the process, and completing the final selection process.

Problems Encountered

In Neptune, management of time and information proved to be two of the most pressing problems. Absorbing and assimilating the large amount of information contained in the *Guidelines* proved to be a prodigious task. Constant reading, writing, extrapolating, and processing information was necessary to assess needs and implement the curriculum.

Time to accomplish the task was difficult to schedule. Often, school committees met after school and generously donated their time. The entire steering committee could manage to meet few times during the school day. Four steering committee members kindly consented to meet after school and in the evening. Thus, the project moved forward.

The creation of an advisory board also proved to be difficult. The steering committee selected ten prospective members from the three sectors: school, business, and community. Invitations were issued but only four members appeared at the meeting.

Recommendations

Neptune project staff recommended the following to facilitate local district needs assessment:

- Utilizing the *Guidelines* brochure, which was not available when we began our work, will be most helpful.
- Obtaining the *National Career and Development Guidelines* (See chapter 1) for all school levels is essential. Assessing exactly what the school district is providing with regard to career and guidance information is a beginning point.
- Time must be built into the project. It should be validated by the administration and some monies should be allocated to pay working committee members for their time and effort.
- Many advisory board members may be issued invitations. A smaller number than invited will appear, but you will still have a working number.

Positive Outcome

The entire school community, business community and the community at large will benefit from this program. Additionally, counselors are now afforded the chance to validate their space by producing and delivering curriculum as part of the "Guidance Service." Historically, counselors have had to justify their existence on a one-to-one and problem-to problem basis. A budget cut usually meant a guidance service cut, hence no counselor. If counselors deliver services and curriculum and are perceived as doing so, they will no longer have to constantly explain their existence. School services are often eliminated. School curriculum is rarely eliminated.

ELEMENTARY CAREER GUIDELINES, COMPETENCIES, AND INDICATORS

Please rank order the Indicators with #1 being the one you deem most important, then #2, #3 and so forth. Indicators are presently alphabetically labeled.

Competency I: Knowing the importance of a positive self-concept to career decision making.

The student needs to:

_____ A. Identify ways to express and deal with feelings.
_____ B. Describe how one's behavior influences the feelings and actions of others.
_____ C. Demonstrate a positive attitude about self.
_____ D. Describe ways in which one can meet personal needs and goals through work.
_____ E. Demonstrate knowledge of good mental and physical health habits by understanding and accepting self.

Competency II: Knows how to interact with others.

The student needs to:

_____ A. Make positive statements about self and others.
_____ B. Describe how all persons need to belong and to be accepted by others.
_____ C. Identify how people are unique as individuals.
_____ D. Demonstrate skills in resolving conflicts with peers and adults.
_____ E. Demonstrate tolerance and flexibility in group situations.
_____ F. Demonstrate how all persons need to belong, be accepted and be respected, no matter what their differences.

Competency III: Knows how to handle peer pressure.

The student needs to:

_____ A. Identify sources and effects of peer pressure.
_____ B. Demonstrate suitable behaviors when peer pressures are contrary to one's beliefs.
_____ C. Demonstrate desirable skills for interacting with and relating to others.

Competency IV: Build an awareness of the importance of educational achievement to career opportunities.

The student needs to:

_____ A. Describe ways that academic skills are used in the home and community.
_____ B. Identify personal strengths and weaknesses in academic areas.
_____ C. Identify academic skills needed in several interest and career areas.
_____ D. Describe school tasks that are similar to skills essential for success in a career.

Competency V: Build an awareness of the world of work.

The student needs to:

_____ A. Identify and discuss different types of work, both paid and unpaid.
_____ B. Acquire an awareness of preparing for an occupation.
_____ C. Acquire effective study and information-seeking habits.
_____ D. Describe how one's role as a student is like that of an adult worker.
_____ E. Describe how what is currently being learned relates to future career interests and aspirations.
_____ F. Describe the importance of cooperation among workers to accomplishing a task.

Competency VI: Skills for planning, developing and achieving careers.

The student needs to:

_____ A. Describe work of family members, school personnel and community workers.
_____ B. Identify occupations that can be classified according to people, things and ideas.
_____ C. Identify work activities of interest to the student.
_____ D. Describe jobs that are present in the student's community.
_____ E. Identify different working conditions of jobs.
_____ F. Describe how parents, relatives, adult friends and neighbors can be sources of information about careers.

Competency VII: Understanding of how to make decisions and choose alternatives.

The student needs to:

_____ A. Discuss choices that he/she makes.
_____ B. Describe what one can learn from making mistakes.
_____ C. Identify simple strategies used in solving problems.
_____ D. Identify alternatives in decision-making situations.
_____ E. Describe how decisions affect self and others.

Competency VIII: Awareness of the interrelationship of life roles, careers, and male and female roles

The student needs to:

_____ A. Describe how work is important to women and men.
_____ B. Describe how people are capable of performing many different types of work and that occupations are not inherently male or female.
_____ C. Describe the various roles an individual experiences (e.g., friend, student, worker, family member, etc.).
_____ D. Describe work-related activities necessary in the home, community, and school.
_____ E. Describe the interdependence of the family unit in terms of working together and sharing responsibilities at home and at work.
_____ F. Identify and describe leisure activities pursued by family, self, and friends and their value for enriching one's lifestyle.
_____ G. Understand that leisure activities and interests may lead to a career.

Guidance Needs Survey
NEPTUNE MIDDLE SCHOOL

2300 Heck Avenue, Neptune, NJ 07753
Guidance Department- 776-2106

The purpose of this survey is to provide information which will be used in determining ways for the school to be of greater benefit. Please respond honestly and thoughtfully.

Last Name_____ First Name_____.

❑ Parent
❑ Teacher
❑ Administrator

Respond to survey by choosing what you believe students need.

❑ Student: Grade ❑ 6 ❑ 7 ❑ 8

DIRECTIONS:

Please read all eight Competency statements before attempting to answer this survey.

Now that you have read all the statements, please put them in rank order by circling number (1) for the Competency you believe is most important, number (2) for the next, and on through number (8).

Under each competency you will find indicators. Please blacken in those indicators you think students need help with. Leave those boxes blank next to the indicators you believe you do not need help with. You may blacken all, some or none of the boxes.

COMPETENCY: PLANNING AND DEVELOPING CAREERS

1 2 3 4 5 6 7 8

I need help:

❑ To find out more about possible careers and the world of work.
❑ To explore several different careers in a specific area(s) of interest.
❑ To know how to prepare educationally for my careers of interest.
❑ To understand my interests and abilities, and how they can help me make choices.
❑ To know how the place where I live affects job opportunities.
❑ Other_____

COMPETENCY: UNDERSTANDING AND ACCEPTING SELF

1 2 3 4 5 6 7 8

I need help:

❑ To understand my values.
❑ To understand, accept, and like myself better, both physically and mentally.
❑ To develop confidence in my self.
❑ To understand how my feelings affect my behavior.
❑ To learn to handle personal difficulties.
❑ To deal with life when I feel down.
❑ Other_____

COMPETENCY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

1 2 3 4 5 6 7 8

I need help:

- ❑ To better understand others.
- ❑ To know how to get along with my family.
- ❑ To learn good ways of communicating feelings.
- ❑ To respect other people whose views differ from mine.
- ❑ To be able to talk with someone when necessary.
- ❑ Other_____

COMPETENCY: FINDING JOBS

1 2 3 4 5 6 7 8

I need help:

- ❑ To know what jobs are available locally.
- ❑ To find part-time work or summer work.
- ❑ To know the benefits, working conditions and opportunities for advancement in jobs.
- ❑ Other_____

COMPETENCY: IMPROVING BASIC SKILLS AND STUDY/LEARNING SKILLS

1 2 3 4 5 6 7 8

I need help:

- ❑ To improve my writing, reading, speaking, listening and math skills.
- ❑ To complete more of the tasks and projects I start.
- ❑ To improve my test-taking skills.
- ❑ To learn how to study and how to get the most out of my study time.
- ❑ To learn how to take better notes.
- ❑ Other_____

COMPETENCY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

1 2 3 4 5 6 7 8

I need help:

- ❑ To know the physical and mental effects of drugs and alcohol.
- ❑ To know where to find help for alcohol and drug problems.
- ❑ To know how to handle pressure from my friends related to the use of drugs and alcohol.
- ❑ To know the penalties of drugs and alcohol use.
- ❑ To know how to help a friend who has a problem with drugs or alcohol.
- ❑ Other_____

COMPETENCY: PLANNING SCHOOL CLASSES

1 2 3 4 5 6 7 8

I need help:

- ❑ To select courses that would help me meet my educational and/or career goals.
- ❑ To select courses that fit both my needs and interests.
- ❑ To understand graduation requirements.
- ❑ Other_____

COMPETENCY: VOCATIONAL SELECTION AND TRAINING

1 2 3 4 5 6 7 8

I need help:

- ❑ To know how skills (math, reading, etc.) relate to my vocational goals.
- ❑ To know about vocational programs and requirements.
- ❑ To know my strongest vocational interests, aptitudes and abilities.
- ❑ Other_____

Guidance Needs Survey

NEPTUNE HIGH SCHOOL
55 Neptune Boulevard, Neptune, NJ 07753
Guidance Department • 776-2220

The purpose of this survey is to provide information which will be used in determining ways for the school to be of greater benefit. Please respond honestly and thoughtfully.

Last Name_____ First Name_____.

- ❑ PARENT
- ❑ TEACHER
- ❑ ADMINISTRATOR

Respond to survey by choosing what you believe students need.

❑ STUDENT: Grade ❑ 9 ❑ 10 ❑ 11 ❑ 12 ❑ Adult

DIRECTIONS: *PLEASE READ ALL TWELVE COMPETENCY STATEMENTS BEFORE ATTEMPTING TO ANSWER THIS SURVEY.*

Now that you have read all the statements, please put them in rank order by circling number (1) for the Competency you believe is most important, number (2) for the next, and on through number (12).

Under each Competency you will find indicators. Please blacken in those indicators you think students need help with. Leave those boxes blank next to the indicators you believe you do not need help with. You may blacken all, some or none of the boxes.

Competency: POSITIVE SELF CONCEPT

1 2 3 4 5 6 7 8 9 10 11 12

I need help:

- ❑ To understand my interests and abilities, and how these can help me make a career choice.
- ❑ To understand, accept, and like myself, both physically and mentally.
- ❑ To have confidence in myself.
- ❑ To understand how my feelings affect my behavior.
- ❑ To be able to state my own ideas.
- ❑ To handle personal difficulties.
- ❑ To know what my goals are and their value.
- ❑ To evaluate or judge decisions I have already made.

Competency: SOCIAL SKILLS

1 2 3 4 5 6 7 8 9 10 11 12

I need help:

- ❑ To know how to get along with members of both sexes.
- ❑ To get along with my family.
- ❑ To know good ways of communicating feelings.
- ❑ To develop close and lasting friendships.
- ❑ To respect other people whose views differ from mine.
- ❑ To know the physical and mental effects of drugs and alcohol.
- ❑ To know where to find help for alcohol or drug problems.
- ❑ To handle pressure from my friends related to the use of drugs and alcohol.

Competency: DEVELOPMENT OF CAREER DECISION MAKING

1 2 3 4 5 6 7 8 9 10 11 12

I need help:

- ❑ To develop a career plan.
- ❑ To determine and establish priorities leading to career goals.
- ❑ To understand how my academic and physical skills affect career choice.
- ❑ To obtain and effectively use scholarship and financial aid information.
- ❑ To determine the future of a field of study.
- ❑ To use occupational and career information tools.
- ❑ To select the best college for me.

Competency: EDUCATIONAL ACHIEVEMENT AND CAREER PLAN

1 2 3 4 5 6 7 8 9 10 11 12

I need help:

- ❑ To decide on a field of study.
- ❑ To know what careers certain majors would prepare me for and the future of those careers.
- ❑ To improve my writing, reading, listening and math skills.
- ❑ To improve my test taking skill.
- ❑ To develop habits and skills I can use throughout life.
- ❑ To know how to study and get the most out of my study time.
- ❑ To take notes.

Competency: POSITIVE ATTITUDES TOWARD WORK AND LEARNING

1 2 3 4 5 6 7 8 9 10 11 12

I need help:

- ❑ To know what my goals are and their value.
- ❑ To make decisions.
- ❑ To evaluate or judge decisions I have already made.
- ❑ To follow through on good decisions and change poor decisions.
- ❑ To know how to get along in a changing world.
- ❑ To identify the real problem when I have difficulties.
- ❑ To come up with many possible solutions to a problem.

Competency: SKILLS FOR THE UTILIZATION OF CAREER INFORMATION

1 2 3 4 5 6 7 8 9 10 11 12

I need help:

- ❑ To know how to prepare for careers in which I am interested.
- ❑ To know how the place where I live affects job opportunities.
- ❑ To know how to obtain scholarship and financial aid information.
- ❑ To know and understand enrollment requirements and selection procedures for specific courses either at the area vocational school or my own high school.
- ❑ To know my strongest vocational interests, aptitudes, and abilities.

Competency: SKILLS FOR JOB PLACEMENT

1 2 3 4 5 6 7 8 9 10 11 12

I need help:

- ❑ To know what employers expect of applicants and employees.
- ❑ To complete application forms properly.
- ❑ To know what to do during a job interview.
- ❑ To develop a resume (personal information sheet for employees).

Competency: SOCIETY AND THE WORLD OF WORK

1 2 3 4 5 6 7 8 9 10 11 12

I need help:

- ❑ To know legal responsibilities which I will face as an adult (for instance, income tax, auto insurance, medical expenses).
- ❑ To know which jobs are available.
- ❑ To know how to find part time work and full time jobs.
- ❑ To know which jobs are available in my interest and ability areas.
- ❑ To know the benefits, working conditions, and opportunities.

Competency: DECISIONS AND ALTERNATIVE EDUCATION AND CAREERS

1 2 3 4 5 6 7 8 9 10 11 12

I need help:

- ❑ To know how to make plans beyond graduation (job opportunities, training programs, colleges/vocational technical schools, financial aids, military, etc.).
- ❑ To know how to pick a college.
- ❑ To know how to decide on a field of study.
- ❑ To know what careers certain majors would prepare me for, and the future of those careers.

Competency: LIFE ROLES AND CAREERS

1 2 3 4 5 6 7 8 9 10 11 12

I need help:

- ❑ To know what leisure and recreational activities best fit my interests and needs.
- ❑ To know how one's job affects one's leisure time.
- ❑ To know important things to consider when choosing a wife or husband.
- ❑ To know things that often cause difficulties in a marriage.
- ❑ To know about the kinds of decisions I will face as a parent.
- ❑ To know how to budget, spend, and invest my money wisely.

Competency: MALE/FEMALE ROLES IN CAREER DECISION

1 2 3 4 5 6 7 8 9 10 11 12

I need help:

- ❑ To learn about jobs usually filled by the opposite sex, but are available to both sexes.
- ❑ To learn where I can take courses appropriate to my career choice, even though they are most often taken by the opposite sex.
- ❑ To learn to handle adult disapproval and/or kidding or tormenting by other students if I have an interest in or choose a course usually taken by the opposite sex.

Competency: CAREER EXPLORATION AND PLANNING

1 2 3 4 5 6 7 8 9 10 11 12

I need help:

- ❑ To know the requirements for college entrance and to review and change my high school classes as needed.
- ❑ To help me to obtain scholarship and financial aid information.
- ❑ To assist me in choosing a college that would help me decide on a field of study and prepare me for a career.
- ❑ To help me to learn what various majors would prepare me for: how to explore careers in specific areas of interest to use; how to learn the future of those careers.
- ❑ To know my strongest vocational interests, aptitudes and abilities, and to enroll in a vocational program making use of these traits.

CHAPTER VI

DEVELOPMENT AND IMPLEMENTATION OF A DISTRICT COMPREHENSIVE CAREER DEVELOPMENT PLAN

The needs assessment will provide the steering committee with information to assist in making the following decisions for program development:

1. What do the results indicate the program should emphasize?
2. What does the district have in place that is good?
3. Where do improvements need to be made?
4. How is the district going to improve the program?

In order to answer these questions, direct committees to:

- Review the current career guidance and counseling program.
- Identify types of information needed.
- Collect information.
- Set program improvement priorities.
- Revise the career guidance and counseling program plan.
- Obtain new program ideas.
- Design the improved program.
- Document the improved program.
- Design the evaluation.
- Outline evaluation tasks.
- Identify process evaluation procedures.
- Identify product evaluation procedures.
- Identify staff development needs.

Sources of Information for Program Development

Program Resource Materials.
Program resource materials have been developed by states, professional associations, publishers, and other organizations. These materials address the development and implementation of standards, and illustrate a variety of career development program activities that are options for your program improvement efforts.

State and Federal Guidelines.
Check with state agency staff to identify any state-level materials that might suggest program options. Also, consult federal legislation and rules and regulations for programs receiving federal funds.

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Conferences and Workshops
Attend conferences and workshops to obtain information about new program activities.

Visitations
Visit and observe exemplary programs and talk with staff in order to gain more information about how to implement the activity.

National Clearinghouses
The Educational Resources Information Center (ERIC) has a computer database of information on all types of programs. Other clearinghouses include the National Rehabilitation Information Center and the National Alliance of Business Clearinghouse. ERIC can be used at many information resource centers at state department of education or college libraries.

For more specific information, contact:
ERIC Clearinghouse on Counseling and Personnel Services
School of Education
University of Michigan
Ann Arbor, MI 48109.

National Occupational Information Coordinating Committee (NOICC) and New Jersey Occupational Information Coordinating Committee (NJOICC).
The National and New Jersey Occupational Information Coordinating Committees are mandated to help meet the career decision-making needs of youth and adults. New Jersey has computer-based delivery systems (CIDS) which can be used as components of comprehensive career development programs at all educational levels.

Consultants
Possible resource people include staff within the district, counselors from other human services agencies, state agency staff, NJOICC and CIDS directors, and counselor educators from colleges and universities.

Professional Associations
A number of national and state professional associations are committed to providing information to improve career counseling and development programs. Among these are the *New Jersey Career Development Association and the New Jersey School Counselor Association*.

Developing an In-service Program

Staff will need professional development experiences to strengthen their skills related to career guidance and counseling activities. Areas of need will include applying counseling skills to career guidance and counseling goals, developing curriculum, identifying and using career information resources, conducting individual and group assessment activities, consulting effectively, coordinating the career guidance and counseling program, and meeting the career guidance and counseling needs of specific populations. Self-assessment is one way in which staff can determine their strengths and weaknesses.

Neptune's Experience

The results of the Neptune needs assessment indicated curriculum directions. The students rated career information, and how this information applied to them, as a vital need. This interest and/or need was pervasive on all school levels. It became apparent that other points of need were in the areas of self-awareness, career awareness, career exploration, and decision making.

Presently in place was a system of infusion whereby teachers on all levels were asked to disseminate career information within their subject areas where appropriate.

A previous high school exit poll, showed that this vital information was not reaching a great many of our students.

The steering committee members then reasoned that the current program needed to be augmented with a delivery system whereby career information could be developed, delivered and evaluated thereby assuring all students equal access to vital information.

On the elementary level, plans were developed to deliver curriculum to all students by their teachers. Also, it was thought that an elementary counselor could deliver special career related programs to all students on all grade levels.

On the middle school level, it was determined that the career counselor would deliver a week of career development activities to all grades each year. Sixth grade would concentrate on self-concept/self esteem, 7th grade would concentrate on self-awareness and career awareness, and 8th grade would concentrate on career awareness/career exploration.

On the high school level, the committee decided to adopt *Discover*, a computer based guidance system. A Career Resource Center with a computer lab was established in order to permit six students working on the program at a time. The first 45 days of school would be dedicated to seniors, the second 45 days of school to freshman, the third 45 days of school to sophomores, and the last 45 days of school to juniors.

The need for career awareness lessons had been identified. In order to implement a comprehensive career development program which focused on the highest priority Indicators, a series of career awareness lesson plans was developed for grades K - 12 with a scope and sequence.

Career Development Scope and Sequence

Grades K-5

AREA: SELF-KNOWLEDGE

Competency: Knowledge of the importance of a self-concept.

K-5 Objectives:

1. Demonstrate a positive attitude about self.
2. Identify personal interests, abilities, strengths and weaknesses.
3. Describe positive characteristics of oneself.

Competency: Skills to interact with others.

K-5 Objectives:

1. Identify how people are unique.
2. Discuss effective skills for interacting with others.
3. Discuss ways to deal with conflicts, stress, and emotions in self and others.

Competency: Awareness of the importance of growth and change

K-5 Objectives:

1. Identify physical and emotional characteristics that affect behaviors.
2. Identify age appropriate behaviors to deal with specific situations.
3. Identify personal feelings.
4. Identify positive ways to express feelings.

AREA: EDUCATIONAL AND OCCUPATIONAL EXPLORATION

Competency: Skills to understand and use career information.

K-5 Objectives:

1. Identify abilities required to perform tasks in various occupations.
2. Describe jobs that are present in the local community.
3. Classify those occupations which deal with data, people and things.
4. Describe the relationship of interests and abilities to occupations.

Competency: Awareness of the relationship between work and learning.

K-5 Objectives:

1. Discuss the importance of practice and effort to learning.
2. Identify ways in which current learning relates to adult work.
3. Describe the importance of preparing for occupations.

Competency: Awareness of the importance of personal responsibility and good work habits.

K-5 Objectives:

1. Discuss the importance of cooperation among workers to accomplish a task.
2. Describe the importance of personal qualities to getting and keeping a job.
3. Demonstrate the ability to work with people who are different from oneself.

AREA: CAREER PLANNING

Competency: Understanding how to make decisions.

K-5 Objectives:

1. Describe how choices are made.
2. Identify alternatives in decision making situations.
3. Describe how decisions affect self and others.

4. Describe how personal beliefs and attitudes affect decision making.

Competency: Awareness of different occupations and changing male/female roles.

K-5 Objectives:

1. Identify various work roles and genders.
2. List ways that life roles of men and women have changed in work and family.
3. Describe how work is important to all people.

Grade Six

AREA: SELF-KNOWLEDGE

Competency: Knowledge of the influence of a positive self-concept.
Grade 6 Objectives:
1. Define the idea of self-esteem as it is reflected in behavior.
2. Assess one's feelings of self-esteem.
3. Describe a process for raising self-esteem.
4. Develop positive attitudes which help attain goals and maintain self-esteem.

Competency: Skills to interact with others.
Grade 6 Objectives:
1. Describe characteristics that make people unique.
2. Demonstrate effective skills for interacting with others.
3. Demonstrate the ability to deal with conflicts, stress and emotions in self and others.
4. Demonstrate skills in resolving conflicts with peers and adults.

Competency: Awareness of the importance of growth and change.
Grade 6 Objectives:
1. Discuss physical and emotional characteristics and their affects on behavior.
2. Demonstrate age appropriate behaviors to deal with specific situations.
3. Demonstrate ways to handle frustration and stress before it leads to behavioral problems.

Grade Seven

AREA: EDUCATION AND OCCUPATIONAL EXPLORATION

Competency: Skills to locate, understand and use career information.
Grade 7 Objectives:
1. Demonstrate skills in using school and community resources to learn about occupational groups.
2. Identify ways that occupations can be classified.
3. Understand how to match individual career interest with career groups.

Competency: Knowledge of the relationship of educational achievement to career opportunities.
Grade 7 Objectives:
1. Assess individual strengths and weaknesses in the basic academic disciplines.
2. Relate one's aptitudes and abilities to broad occupational areas.
3. Describe how continued learning enhances one's ability to achieve personal and career goals.
4. Describe how changing personal, social and economic needs relate to continued learning and training.

Competency: Knowledge of skills necessary to obtain and maintain a job.
Grade 7 Objectives:
1. Demonstrate the importance of personal qualities (i.e. dependability, punctuality, getting along with others, etc.) to getting and keeping a job.
2. Describe the skills and attitudes essential for successful job interviews.
3. Complete a sample job application form in a satisfactory manner.

Grade Eight

AREA: CAREER PLANNING

Competency: Knowledge of the importance of emotional and physical development on career making.

Grade 8 Objectives:

1. Describe how one's behavior influences others feelings and actions.
2. Understand the interrelationship of personal responsibility, good work habits and career opportunities.
3. Discuss relationship of educational achievement to ones career opportunities.

Competency: Understanding the process of career planning.

Grade 8 Objectives:

1. Describe the meaning of career planning and what resources are available in the career center.
2. Demonstrate knowledge of exploratory vocational programs.
3. Identify tentative life and career goals.
4. Select school courses that meet one's developmental needs in terms of aptitudes and interests.

Grades 9-12

AREA: SELF-KNOWLEDGE

Competency: Understanding the influence of a positive self-concept on career development.

Grade 9-12 Objectives:

1. Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him/herself.
2. Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational, and career goals.
3. Demonstrate ability to accept self as a total person with unique and worthy traits, characteristics and potential.
4. Demonstrate an understanding of environmental influences on behavior.

Competency: Interpersonal and social skills required for positive interaction with others.

Grade 9-12 Objectives:

1. Demonstrate social skills, self-control, and respect for others.
2. Evaluate interpersonal behaviors and modify, when appropriate, based on feedback from others.
3. Demonstrate interpersonal skills required for working with and for others in a work setting.
4. Describe appropriate employer and employee interactions in varying situations.

Competency: Understanding of the interrelatedness of emotional and physical development and career decision making.

Grade 9-12 Objectives:

1. Describe the effect of emotional and physical health on ones behavior and career-related decisions.
2. Describe and demonstrate healthy ways of coping with emotional and stressful situations within oneself and others.
3. Implement appropriate skills when coping with conflicts and stress.

AREA: EDUCATIONAL AND OCCUPATIONAL EXPLORATION

Competency: Skills for locating, evaluating, and interpreting information about career opportunities.

Grade 9-12 Objectives:

1. Discuss the requirements of occupations related to interests and abilities as well as to high school and post-secondary education and training programs.
2. Use, understand, and interpret available handbooks, career materials, labor market information, and computerized career information delivery systems developed and disseminated by national, state, and local agencies and commercial publishers to aid career exploration or to formulate tentative career choices.
3. Design a career resource identification plan which reflects the ability to locate, evaluate, and interpret career opportunity information .

Competency: Understanding the relationship between educational achievement and career planning.

Grade 9-12 Objectives:

1. Relate achievement of academic and vocational skills to personal interests.
2. Describe the importance of academic and vocational skills for achieving desired life style, standard of living, and career choices.
3. Understand how education relates to the selection of college majors, participating in further training and/or entering the job market.
4. Recognize and acquire transferable skills that can apply to a.variety of careers and changing requirements for careers.

Competency: Skills for preparing, locating, obtaining and maintaining a job.

Grade 9-12 Objectives:

1. Demonstrate the ability to locate, use and interpret information about job openings and opportunities.
2. Demonstrate skills and behaviors necessary for a successful job interview.
3. Prepare a resume and complete a job application.
4. Use placement services to make a successful transition from high school to civilian employment, entry into the armed services, or post-secondary education/training leading to individual career goals.

AREA: CAREER PLANNING

Competency: Skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.

Grade 9-12 Objectives:

1. Accept responsibility for making educational and career choices and moving towards tentative career goals.
2. Evaluate personal abilities and limitations for meeting requirements for post-secondary education/training programs.
3. Make appropriate choices during high school that will lead to marketable skills for entry-level employment or to advanced training.
4. Demonstrate the effective use of time, effort and resources in making decisions.

Competency: Understanding the interrelationship of life roles and careers.

Grade 9-12 Objectives:

1. Describe ways in which one's career choice may affect life style.
2. Explain the contribution of a career to a balanced and productive life.
3. Examine different career patterns and their potential effect on family patterns and life styles.

Competency: Understanding of the continuous changes of male/female roles and how this relates to career decisions.

Grade 9-12 Objectives:

1. Identify factors that have influenced the changing work patterns of women and men during the last decade.
2. Develop attitudes, behaviors and skills that contribute to the elimination of sex stereotyping and sex bias.
3. Describe problems, adjustments and advantages of entering a non-traditional occupation.

CAREER GUIDANCE LESSON PLAN

Subject Area:

x Self Knowledge

Education & Occupational Exploration

Career Planning

Grade level: Kindergarten

Competency: Skills to interact with others.

Indicators:

1. Identify how people are unique.
2. Demonstrate effective skills for interacting with others.
3. Demonstrate skills in resolving conflicts with peers and adults.
4. Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.

Lesson Objectives:

1. Identify how people are unique.
2. Develop an awareness of positive as well as negative traits in others.
3. Develop an awareness of being tolerant of others.
4. Develop an awareness of the importance of friendship.
5. Increase listening skills.

Resources

Materials:

Book-*Let's Be Enemies*- by Janice May Udry, Harper & Row Publishers, New York, NY - 1961

Time Requirement: 20 minutes

Lesson content/description of activities

1. Show book cover to students.
2. Discuss the title- *Let's Be Enemies* - and how the boys seem to be relating to each other in the picture. Define word enemy, if needed.
3. Create interest in listening to the story by discussing why the boys would want to be enemies.
4. Read the book aloud.
5. Discuss: The importance of friendship, the rewards of being tolerant of others, and the uniqueness of each person. Define vocabulary in simplistic terms.
6. Allow students to relate situations in which they have been tolerant with friends and family members.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Kindergarten

Self Knowledge

x **Education & Occupational Exploration**

Career Planning

Competency: Skills to understand and use career information.

Indicators:

1. Describe work of family members, school personnel, and community workers.
2. Identify occupations according to data, people and things.
3. Identify work activities of interest to the students.
4. Describe jobs that are present in the local community.

Lesson Objectives:

1. Develop an awareness of occupations of family members.
2. Develop an awareness of jobs in the community.
3. Increase students' listening skills.
4. Enhance positive attitudes about careers.
5. Identify shapes when drawing parts of the body.
6. Identify parts of the body in their drawings.

Resources:

A. Materials:

Filmstrip - *What Do You Think You Want To Be* (The Most Important Person), Encyclopedia Britannica Education Corp., 425 N. Michigan Ave., Chicago, IL 60611

B. Equipment:

Filmstrip projector & record player

C. Other:

Paper, crayons and motivational poster from kit.

Time Requirement: 30 minutes

Lesson content/description of activities

1. Have students view Motivational Poster.
2. Discussion - What kinds of work are these people doing? What kind of work do the people in your family do? What kind of work do you think you will choose to do? (5 minutes)
3. View filmstrip. (10 minutes)
4. Students will draw themselves doing the kinds of work they might want to perform as an adult.
5. Display students' art work on a bulletin board.

CAREER GUIDANCE LESSON PLAN

Subject Area:

Self Knowledge

x Education & Occupational Exploration

Career Planning

Grade level: Kindergarten

Competency: Skills to understand and use career information.

Indicators:

1. Identify work activities of interest to the students.
2. Describe the relationship of beliefs, attitudes, interests, and abilities to occupation.
3. Describe jobs that are present in the local community.
4. Identify the working conditions of occupations.

Lesson Objectives:

1. Develop an awareness of fire-fighters as community workers.
2. Identify rules for fire prevention.
3. Develop an awareness of the abilities required to perform various tasks in this occupation.
4. Identify patterns in music.
5. Identify use of various tones in singing.

Resources:

A. Materials:

A fire-fighter song

B. Equipment:

Piano

Time Requirement: 20 minutes

Lesson content/description of activities

1- As an introduction to the lesson, discuss how fires can begin.

2- Discuss rules of fire prevention (putting out camp fires, not playing with matches, putting out lit cigarettes, not overloading electrical sockets).

3- Discuss fire prevention education as one of the fire-fighter's jobs.

4- Discuss other responsibilities of a fire-fighter's job.

5- Discuss conditions of this job (danger, working outside, heavy equipment...)

6- Sing the song.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** First

Self Knowledge
x Education & Occupational Exploration
Career Planning

Competency: Awareness of how work relates to the needs and functions of society.

Indicators:

1. Describe how work can satisfy personal needs.
2. Describe the products and services of local employers.
3. Describe ways in which work can help overcome social and economic problems.

Lesson Objectives:

1. Identify different kinds of community workers who protect us.
2. Develop an awareness of how a firefighter, police officer, and a building inspector perform their work.
3. Recognize their role in helping to protect themselves and their community.
4. Increase listening skills.
5. Identify ways of contacting the proper authorities in an emergency situation.

Resources:

A. Materials:

Filmstrip - *People Who Protect Us*- Community Workers, Encyclopedia Britannica Educational Corp., Chicago, IL

B. Equipment:

1. Filmstrip projector & cassette player
2. Toy phones

C. Other:

Drawing paper, crayons, pencils

Time Requirement: 35 minutes

Lesson content/description of activities

1. Introduce topic of lesson to students determining their knowledge of the proper procedures in contacting the police or fire departments in an emergency. Use a toy phone to demonstrate how to dial an emergency number. Allow students time to practice what they should say.
2. View the filmstrip. (10 minutes)
3. Discuss the various ways police officers help protect us.
4. Discuss how a building inspector's job helps to protect the community.
5. Discuss the ways firefighters protect the community. Include fire prevention activities in the schools.
6. Discuss the ways students may help protect the community.
7. Have the students draw a picture or mural of a community worker(s) who helps protect us and write a brief description of that person's work.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** First

Self Knowledge

x **Education & Occupational Exploration**

Career Planning

Competency: Skills to understand and use career information.

Indicators:

1. Describe work of family members, school personnel, and community workers.
2. Identify occupations according to data, people, and things.
3. Identify work activities of interest to the students.
4. Describe jobs that are present in the local community.

Lesson Objectives:

1. Identify jobs accomplished in the school setting by adults.
2. Identify jobs accomplished in the school setting by children.
3. Identify community workers who may visit the school.
4. Identify activities that are school related and of interest to them.
5. Develop vocabulary skills using an experience chart.

Resources:

Materials:

1. Experience chart paper, markers
2. Drawing paper, crayons

Time Requirement: 40 minutes

Lesson content/description of activities

1. Discuss the many jobs that are done in school.
2. Take students on "trip" around the school. Students should become aware of the many occupations in the school setting as they walk throughout the building.
3. Using an experience chart, list the many occupations seen. Use three categories of occupations: 1. School employees - 2. Community workers (postman, police officer, crossing guards) - 3. Student workers.
4. Students will draw a picture of themselves doing a job in their school.
5. Display completed drawings.

CAREER GUIDANCE LESSON PLAN

Subject Area:
- **x Self Knowledge**
- Education & Occupational Exploration
- Career Planning

Grade level: First

Competency: Knowledge of the importance of self-concept.

Indicators:
1. Describe positive characteristics about self as seen by self.
2. Demonstrate a positive attitude about self.
3. Identify personal interests, abilities, strengths, and weaknesses.

Lesson Objectives:
1. Cultivate an enjoyment for pleasurable reading.
2. Develop an appreciation for literature through poetry.
3. Recognize positive characteristics about themselves.
4. Develop a process for raising self-esteem.

Resources:

A. Materials:
1. Crayons
2. Drawing paper

B. Other: Poem - *The Purple Cow* by Gelett Burgess - attached.

Time Requirement: 35 minutes

Lesson content/description of activities
1. Write the poem *The Purple Cow* on the board. Read aloud. Have students read the poem aloud. Discuss what the poem means to them.
2. Discuss - If students could be anyone or anything in the world, what or who would they want to be.
3. Discuss one thing they could do as that person or thing they cannot do now.
4. Have the students write some things they can do as themselves that they could not do as that person or thing.
5. Have the students draw a picture of themselves doing something they like to do or are good at doing. At the bottom of the picture, assist students in writing why they like to be themselves.
6. In a group, have students discuss and share the reasons they like themselves.
7. For those students who may not be able to make positive statements, provide them with compliments and / or comments regarding positive behavioral experiences or positive past academic performances.

THE PURPLE COW

I never saw a Purple Cow,
I never hope to see one;
But I can tell you, anyhow,
I'd rather see than be one.
by Gelett Bugess

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Second

Self Knowledge
Education & Occupational Exploration
x Career Planning

Competency: Understanding how to make decisions.

Indicators:

1. Describe how choices are made.
2. Identify alternatives in decision-making situations.
3. Identify and assess problems that interfere with attaining goals.
4. Describe how personal beliefs and attitudes affect decision-making.
5. Describe how decisions affect self and others.

Lesson Objectives:

1. Reinforce the concept that education and schoolwork are important for success.
2. Develop a positive attitude towards work.
3. Build feelings of self-worth.
4. Demonstrate how one can learn from making mistakes.
5. Introduce a variety of abilities needed to make career choices.
6. Identify simple strategies used in solving problems.

Resources:

Materials:

1. Library books, magazines, newspapers (entertainment sections), other publications regarding personalities in sports, TV, movies, music and books.
2. Paper bag or small box and 2 XL strips of paper.

Time Requirement: One class period - 30 minutes

Lesson content/description of activities:

State the purposes of the lesson: help students understand more about how they make decisions; the possible influences of others on their decision-making; and how one's attitude can affect choices. Discuss through questioning the above statements.

1. Give students various materials to preview.
2. Each student will select one of their favorite characters (movie, TV, story book, music, sports, etc.)
3. Teacher will write student's choice on small slip of paper and put into the bag or box. Continue until each student has responded.
4. Each student will draw on a slip of paper and the teacher will record the character's name on the board.
5. Teacher will guide students in identifying as many characteristics as possible that contribute to the success of the individual. List - What makes this person good at his/her job? What abilities make it possible to do his/her job?
6. Teacher guides the students in understanding and specifying the abilities associated with each characteristic identified by the students.

Activity: Students will identify and write one thing they do well and list their abilities. Discuss how they made their decisions during this lesson. What was the basis for choices of characters?

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Second

Self Knowledge
x Education & Occupational Exploration
Career Planning

Competency: Awareness of the importance of personal responsibility and good work habits.

Indicators:

1. Demonstrate positive ways of performing working activities.
2. Describe the importance of cooperation among workers to accomplish a task.
3. Describe the importance of personal qualities, dependability, promptness and getting along with others who are different from oneself.

Lesson Objectives:

1. Reinforce the concept that all jobs are important and have dignity.
2. Recognize that some jobs need special training and practice.
3. Identify a variety of related jobs.
4. Define/review the meaning of personal responsibility and good work habits.
5. Acquire an awareness of how technology has changed the work place.

Resources:

A. Materials:

1. Book: *Workers at the Airport,* (Multi Media Career Development for Primary Grades created by Joan Thomas, EMC Corporation, 180 East Sixth Street, St. Paul, MN 55101).
2. Filmstrip: *Working for an Airline,* (Multi Media Career Development for Primary Grades created by Joan Thomas, EMC Corporation, 180 East Sixth Street, St. Paul, MN 55101).

B. Equipment:

Filmstrip / Cassette Projector

C. Other:

1. Pencils, lined paper, construction paper, crayons
2. Scissors and paste

Time Requirement: Two days. One class period per day - 30 minutes

Lesson content/description of activities

DAY ONE-

1. Introduce book - *Workers at the Airport*. (Multi Media Career Development for Primary Grades created by Joan Thomas, EMC Corporation, 180 East Sixth Street, St. Paul, MN 55101). Discussion and questions drawing upon students' personal experiences: How many have been to an airport? How many have been on an airplane? What kind of jobs do people have at an airport? List jobs on chalkboard.
2. Read story to or with students. Discuss story with clarification of unknown vocabulary and jobs. Put additional jobs on board. Have students copy and retain list of jobs. Suggested jobs: Pilot, co-pilot, stewardess, steward, flight attendant, cook, reservation clerk, counter agent, truck driver, computer operator, mechanic, engine mechanic, baggage handler, teacher, and trainer.

DAY TWO-

1. Show filmstrip, *Working for an Airline.* (Multi Media Career Development for Primary Grades created by Joan Thomas, EMC Corporation, 180 East Sixth Street, St. Paul, MN 55101). Preview and list / define vocabulary words. Follow-up: Discussion / Questions: Name and list workers in filmstrip. What kind of special training did the workers need? What would happen if a worker did not do his / her job? What are you learning in school that could help you do these jobs? Which job would you choose?

2. Activity:
   A- Put classroom chairs in two rows with an aisle down the middle, simulating an airplane. Select students (maybe based upon their job choice) to be: pilot, co-pilot, stewardess, steward, etc. with remaining students as passengers. Rotate, allowing students to play act.
   B- Students, using word list and books, draw pictures which can be colored, cut and pasted on construction paper. Using lined paper, they can write a sentence(s) about their picture(s). Display around classroom.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Second

Self Knowledge
x Education & Occupational Exploration
Career Planning

Competency: Awareness of the relationship between work and learning.

Indicators:
1. Demonstrate an understanding of the importance of practice, effort and learning.
2. Describe the importance of preparing for occupations.
3. Describe how current learning relates to adult work.
4. Describe how one's role as a student is like that of an adult worker.

Lesson Objectives:
1. Reinforce the concept that all work has dignity and worth.
2. Illustrate the relationship between schoolwork and the adult world of work.
3. Introduce media jobs, especially writing, as worthy careers.
4. Reinforce the concept of good listening and writing skills.
5. Illustrate the importance of timed presentations and deadlines.

Resources:

A. Materials:
Filmstrip - *Richard Finds the News, (* Everyday Adventures, A MultiMedia Reading Comprehension Kit, Eye Gate, 146-01 Archer Avenue, Jamacia, NY 11435)

B. Equipment:
Filmstrip / Cassette projector

C. Other:
1. Local newspaper for each student
2. Large story pad paper

Time Requirement: One class period - 30 minutes Optional follow-up activities.

Lesson content/description of activities
1. Introduction - What is a writer? Discuss different types of writing jobs. (Reporter, Editor, Author, Cartoonist, Journalist, TV Broadcaster).
2. Show filmstrip - *Richard Finds the News, (* Everyday Adventures, A MultiMedia Reading Comprehension Kit, Eye Gate, 146-01 Archer Avenue, Jamacia, NY 11435)- (8 minutes)
3. Discuss and list as many jobs as possible to include those previously discussed. Using one column, record list on large sheet of story pad size paper leaving space to record students' choices in the second column.*
4. Using local newspaper, discuss listening and writing skills needed to perform jobs listed.
5. After discussion, have students select job(s) that interest them now. Record names next to each job. Retain copy.

Suggested follow-up activities:
1 - Invite different local media guests from newspaper, radio and television who can provide contrasts and similarities among their jobs.
2 - Students can interview each other and / or school staff with prepared questions.
3 - Students can make their own classroom newspaper by drawing pictures and writing short stories about things which interest them.

*After a specified time and/or exposure to the follow-up activities, show students their previous job choices. If choices have changed, have them indicate reasons.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Third

Self Knowledge
x **Education & Occupational Exploration**
Career Planning

Competency: Awareness of the relationship between work and learning.

Indicators:
1. Identify different types of work, both paid and unpaid.
2. Demonstrate effective study and information-seeking habits.
3. Demonstrate an understanding of the importance of practice, effort, and learning.
4. Describe how current learning relates to work.
5. Describe how one's role as a student is like that of an adult worker.

Lesson Objectives:
1. Develop an awareness of the rewards of working.
2. Select occupations for added exploration.
3. Relate present role to that of an adult worker.
4. Demonstrate the importance of assuming responsibility for one's learning.
5. Demonstrate an understanding of how learning relates to work.
6. Sequence events.

Resources:

A. Materials:
1. Oaktag, 8"X8", folded to stand on each desk.
2. Index cards, 3"X5"

B. Other:
Pencils and Lined paper

Time Requirement: One hour. Special class period/day for the guest speakers.

Lesson content/description of activities
1. Review different types of people and occupations necessary to build a house.
2. Have students select home builders / workers to invite to speak to the class regarding their occupation and function in the building of a house. (carpenter, plumber, mason, electrician, framer, sheet rocker, architect, and municipal workers, e.g., code enforcement officer and building inspector).

Also, consider electric and telephone workers.

3. Guide students in preparing a list of questions they would like to ask visitors.
4. Allow students to write a letter to those invited guests making sure the following is included: Time of presentation, activities of the class and purpose of their visit and suggest bringing tools of his / her trade for realism. Also, wear or bring uniform and / or special clothing for their job.
5. During visit, involve students, where possible, in "hands on" situations.
6. Using 3"X5" index cards, containing guest's name, type of work and years of experience, allow students, on a rotating basis, to make introductions.
7. Using 8"X8" oaktag, prepare large student name cards for each student's desk.
8. Students summarize in 2 or more sentences their career interests.

Optional activity: Bus trip showing different types of houses.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Third

Self Knowledge
Education & Occupational Exploration
x Career Planning

Competency: Awareness of different occupations and changing male/female roles.

Indicators:

1. Describe how work is important to all people.
2. Describe the changing life roles of men and women in work and family.
3. Describe how contributions of individuals both inside and outside the home are important.

Lesson Objectives:

1. Recognize and label different types of houses.
2. Identify various work roles and genders.
3. Develop an awareness of the importance of all people working.
4. Develop an awareness of the importance of working and completing a task.
5. Develop an awareness of how people depend on each other.
6. Explore work related likes and dislikes.
7. Develop oral skills.

Resources:

A. Materials:

1. Drawing paper, markers, crayons
2. Paper and pencil

Time Requirement: 40 minutes

Lesson content/description of activities

Review story - *The Three Little Pigs.*

1. Discuss the types of houses in the students' community. Questions: How many have seen a house or building under construction? What types of workers did you see? Were women or men doing the work? What work was being performed? Allow students to share their experiences.
2. Name and list the different types of houses in their community or neighborhood (one-family, apartments, townhouses, multiple family, duplexes). How would you feel about building your own house? What type would you choose? What things would be important? What materials would you use to build your house? What kind of workers would you need to hire? Do workers depend on each other?
3. Have students draw a picture of how their house would look outside or inside. If inside, draw one room that would be their favorite.
4. List the workers hired to build their house or room.
5. Allow students to share drawings with the class explaining their choices and / or reasons for selection.
6. Display pictures.

CAREER GUIDANCE LESSON PLAN

Subject Area:
Self Knowledge
x Education & Occupational Exploration
Career Planning

Grade level: Third

Competency: Awareness of the importance of personal responsibility and good work habits.

Indicators:
1. Describe the importance of personal qualities needed to get and keep a job.
2. Demonstrate positive ways of performing working activities.
3. Describe the importance of coc'peration among workers to accomplish a task.
4. Demonstrate the ability to work with people who are different from oneself.

Lesson Objectives:
1. Identify characteristics of a good / poor worker.
2. Develop an awareness of personal work habits.
3. Classify and evaluate personal work habits based upon identified characteristics.
4. Recognize the need to work cooperatively.
5. Identify ways to work cooperatively with those who are different from oneself.

Resources:
Materials:
1. Walt Disney's *The Three Little Pigs*- Retold by: Barbara Brenner - Random House - 1972.
2. Pencils

Time Requirement: One class period

Lesson content/description of activities
1. Discuss with students the characteristics of good vs. poor worker. List responses on the board. (Suggested word list below). Read and define vocabulary,
2. Read the story emphasizing the behavior, attitude and work values of each character.
3. Discuss worker attributes. What was the attitude of each character? What affect does attitude have on how well you perform a job?
4. Upon completion of discussion, divide the class into three groups, each representative of a story character.
5. Have each group list worker traits of their character using previous word list if needed. Add any new traits to the list. Compile the list and have students go to the board and match words to each of the 3 characters.
6. On paper, students will identify and list words representing their own good / poor work values.
7. Discuss their responses. Have students use their word list and relate to how they perform their schoolwork and home chores.
8. List on board: What has been learned from the story?
9. Have students save written work for future reference. Sample could be used as a pre / post for individual work behaviors.

WORD LIST:

Responsible	Truthful	Confident	Silly
Cheerful	Agreeable	Foolish	Proud
Bossy	Angry	Lazy	Babyish
Sloppy	Clever	Eager	Quiet
Rough	Kind	Clumsy	Nosy
Understanding	Hostile	Disagreeable	Mean

CAREER GUIDANCE LESSON PLAN

Subject Area:
- **x Self Knowledge**
- Education & Occupational Exploration
- Career Planning

Grade level: Fourth

Competency: Awareness of the importance of growth and change.

Indicators:
1. Identify personal feelings.
2. Identify ways to express feelings.
3. Describe causes of stress.
4. Identify and select appropriate behaviors to deal with specific emotional situations.
5. Demonstrate knowledge of good health habits.
6. Demonstrate healthy ways of dealing with conflicts, stress and emotions in self and others.

Lesson Objectives:
1. Develop an awareness of one's body.
2. Emphasize that how one feels physically may affect one's emotions, thoughts and behaviors.
3. Demonstrate ways to handle frustration and stress before it leads to behavioral problems.
4. Identify how past experiences can affect behavior.
5. Describe how one's emotions can affect behavior.

Resources:

A. Materials:

Kit - Filmstrips / cassettes - *Understanding and Accepting Yourself* Learning Tree Publishing, Inc., P.O. Box 4416, Englewood, CO 80155

B. Equipment:
1. Filmstrip
2. Cassette projector

C. Other:

Pencil and Lined paper

Time Requirement: Two class periods - 30 minutes each

Lesson content/description of activities:

Kit - *Understanding and Accepting Yourself* contains 4 filmstrips and cassettes entitled as follows:

DAY ONE -

Introduce series to students and indicate what information is to be gained and discussed following the film.

1 - Show filmstrip A - *Health and Behavior* (8 minutes).

2 - Student volunteers explaining how health affects behavior.

3 - Show filmstrip B - *Feelings and Behavior* (8 minutes).

4 - Follow-up discussion with students explaining how main characters dealt with their feelings identifying good and bad feelings and behaviors.

DAY TWO -

Show filmstrip C - *Experience and Behavior* (8 minutes). Follow same procedure as above.
Show filmstrip D - *Controlling Your Behavior* (8 minutes). Follow same procedure as above.

Activities:

1 - Writing assignment: Students may compare a personal situation with those of filmstrip characters indicating how they resolved their situation. Evaluate and compare to what has been discussed.

2 - Divide class into groups with each group creating a script based upon subject matter covered.

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Career Guidance Lesson Plan

Subject Area:
Self Knowledge
x **Education & Occupational Exploration**
Career Planning

Grade level: Fourth

Competency: Awareness of importance of personal responsibility and good work habits.

Indicators:
1. Describe the importance of personal qualities to getting and keeping jobs.
2. Demonstrate positive ways of performing working activities.
3. Describe the importance of cooperation among workers to accomplish a task.
4. Demonstrate the ability to work with people who are different from oneself.

Lesson Objectives:
1. Define personal responsibility through examples (e.g., household chores, community & schoolwork).
2. Demonstrate how all of us depend on each other to complete tasks.
3. Define short and long term goals.
4. Introduce the concept of deferred gratification.
5. Demonstrate that sacrifice is often necessary to achieve a long range goal.
6. Demonstrate the importance of setting short and long term goals.
7. Provide strategies for staying with a goal.

Resources:

A. Materials:
Kit - Filmstrip/cassette - *Being Responsible,*Learning Tree Publishing, Inc., P.O. Box 4416, Englewood, CO 80155

B. Equipment:
1. Filmstrip
2. Cassette projector

C. Other:
Pencil and lined paper

Time Requirement: Three class periods - 30 minutes each

Lesson content/description of activities:
Kit - *Being Responsible* contains 4 filmstrips and cassettes entitled as follows:

DAY ONE -

Introduce series to students and indicate what information is to be gained and discussed following the film.

1 - Show filmstrip A - *Doing What You Have To Do* (8 minutes)
2 - Discuss reasons for failure of the characters to meet their goal.
3 - Show filmstrip B - *Doing What's Best For You* (8 minutes)
4 - Discuss and list examples of who and how certain characters in the story accepted responsibility.

DAY TWO -

Show filmstrip C - *Sharing the Load* (8 minutes)

1 - Discuss how the main character learned people depend upon each other.

2 - Show filmstrip D - *Putting Off 'Til Tomorrow* (8 minutes)

3 - Discuss how the characters developed and achieved their long range goal.

DAY THREE -

Students can role play actual classroom situations or scenarios depicting the main idea of each filmstrip.

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CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Four

Self Knowledge
Education & Occupational Exploration
x **Career Planning**

Competency: Understanding how to make decisions.

Indicators:

1. Describe how choices are made.
2. Describe what can be learned from making mistakes.
3. Identify and assess problems that interfere with obtaining goals.
4. Identify strategies used in solving problems.
5. Identify alternatives in decision-making situations.
6. Describe how personal beliefs and attitudes affect decision-making.
7. Describe how decisions affect self and others.

Lesson Objectives:

1. Development of personal values as an important aspect of growth.
2. Describe peer situations which can be analyzed revealing student values as they currently exist.
3. Demonstrate how values change.
4. Identify the importance of personal values in everyday life.

Resources:

A. Materials:

Kit - Filmstrip / cassettes - Understanding Right and Wrong, Learning Tree Publishing, Inc., P.O. Box 4416, Englewood, CO 80155

B. Equipment:

1. Filmstrip
2. Cassette projector

Time Requirement: Two class periods - 30 minutes each

Lesson content/description of activities:

Kit - *Understanding Right and Wrong* contains 4 filmstrips and cassettes entitled as follows:

DAY ONE -

Introduce series to students and indicate what information is to be gained and discussed following the film.

1 - Show filmstrip - *Conscience: Why Do I Feel So Guilty?* (8 minutes).
Discussion from several open-ended questions at the conclusion of filmstrip.

2 - Show filmstrip - *Rationalization: All the Kids Do It* (8 minutes).
Discussion same as above.

DAY TWO -

1 - Show filmstrip - *Motivation: I Didn't Mean To* (8 minutes).
Discussion and follow-up with open-ended questions after filmstrip.

2 - Show filmstrip - *Point of View: How Would You Feel* (8 minutes).
Discussion and follow-up as above.

Optional Activities:

Evaluation through: Observation, sentence completion exercises and/or written tests.
Write a skit and perform for other grade levels.
Identify one long term goal and state how it will be achieved.

CAREER GUIDANCE LESSON PLAN

Subject Area:
Self Knowledge
Education & Occupational Exploration
x Career Planning

Grade level: Fifth

Competency: Understanding how to make decisions.

Indicators:
1. Describe how choices are made.
2. Describe what can be learned from making mistakes.
3. Identify alternatives in decision-making situations.
4. Describe how personal beliefs and attitudes affect decision-making.
5. Describe how decisions affect self and others.

Lesson Objectives:
1. Define a consumer item as a product that one buys for use.
2. Investigate various brands of a product.
3. Discuss influence factors (eye appeal, color, cost, etc.).
4. Recognize how influence factors may not always lead to the best choice.
5. Chart products showing their positive and negative factors.
6. List final products of choice.
7. List reasons for final choices.

Resources:
A. Materials:
1. Numerous consumer products of various brands.
2. Newspaper food advertisements.

B. Other:
Class trip to a local supermarket to perform actual comparison shopping.

Time Requirement: One class period - 35 minutes.

Lesson content/description of activities:
Stock classroom with needed materials.
1 - Write on the board that a consumer item is a product that one buys and uses.
2 - Have on display at least five (5) various brands of a product (include store brand to most expensive brand).
3 - Discuss influence factors of the product (e.g., eye appeal, color, cost, etc.).
4 - Discuss how these influence factors may not always lead to the best choice.
5 - Chart on the board each brand / product with its positive and negative factors.
6 - If the products are edible, give samples of each brand for taste test. Do not reveal brand name of samples.
7 - List final products of choice and reasons for this choice.

Optional individual assignment: Written critique of a TV commercial.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Fifth

Self Knowledge
x Education & Occupational Exploration
Career Planning

Competency: Awareness of the importance of personal responsibility and good work habits.

Indicators:

1. Demonstrate positive ways of performing working activities.
2. Describe the importance of cooperation among workers to accomplish a task.
3. Describe the importance of personal qualities to getting and keeping jobs.
4. Demonstrate the ability to work with people who are different from oneself.

Lesson Objectives:

1. Demonstrate the ability to work and share with others.
2. Differentiate between plant and animal cells.
3. Match a cell part to its job.
4. Observe and be aware that the nucleus is the control center of the cell.
5. Identify a microscope as an object that contains lenses to magnify images of objects.
6. Compare similarities/differences of cells to uniqueness/similarities of individuals.

Resources:

A. Materials:

Ditto: Plant and animal cells, vocabulary words, onion cells, drawing paper, pencil, crayons.

B. Equipment:

Microscopes, slides, cover slips & water

Time Requirement: One class period.

Lesson content/description of activities:

1 - Introduce and compare likeness and differences of plant and animal cells.
2 - Discuss each part of the cell and its function.
3 - Draw and label the parts of a plant and animal cell.
4 - Write the function of each part of the cell on the picture.
5 - Provide assistance as students prepare their own slides using onion cells.
6 - Observe the onion slides under a microscope noting the parts of the cell.
7 - Students record observations by drawing what they see under the microscope.
8 - Relate findings to uniqueness / similarities of individuals.
9 - Discussion on working in groups.
10 - Display students' drawings.

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CAREER GUIDANCE LESSON PLAN

Subject Area:
Self Knowledge
x **Education & Occupational Exploration**
Career Planning

Grade level: Fifth

Competency: Awareness of the relationship between work and learning.

Indicators:
1. Describe how current learning relates to work.
2. Describe the importance of preparing for occupations.
3. Research effective study and information-seeking habits.
4. Demonstrate an understanding of the importance of practice, effort and learning.

Lesson Objectives:
1. Compare density of fresh water to salt water.
2. Match vocabulary word with ocean floor formation.
3. Research and organize information about living things in the ocean.
4. Discuss, debate and share opinions on ocean pollution.
5. Demonstrate how positive effort can lead to success.
6. Increase students' awareness of their own ability and creativity.

Resources:
A. Materials: Fresh water, salt water, food coloring, ocean floor formation ditto, vocabulary words and research books.
B. Equipment: Balance scale.
C. Other: Guest speaker with knowledge of ocean life.

Time Requirement: Two periods - 30 minutes each

Lesson content/description of activities:
DAY ONE - INTRODUCE LESSON.
1 - Fill each side of balance scale with equal amounts of water (one fresh - one salt). Discover which has more mass.
2 - Add food coloring to salt water.
3 - Add a few drops of colored salt to fresh water. Note that colored water moves downward. Explain that ocean water at the poles has a high salt content.
4 - Help students become aware that more salt and lower temperatures help the water become more dense.
5 - Using ocean floor ditto, discuss and match levels with given vocabulary words.

DAY TWO - INTRODUCE STUDENTS TO THE CONCEPT OF FOOD CHAIN.
1 - Have students draw, label and explain the food chain process. (Do this activity as a group or assign as an individual research project).
2 - Students can organize information about living things in the ocean, chart / graph indication whether animal or plant. Identify one special quality about each and use of each quality.
3 - Assign a story to be written or an oral presentation on students' role regarding ocean pollution and his / her plan for improving this problem.

, *Optional:* Presentation by guest speaker.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level**: Sixth

- **x Self Knowledge**
- Education & Occupational Exploration
- Career Planning

Competency: Knowledge of the influence of a positive self-concept.

Indicators:

1. Describe personal likes and dislikes.
2. Describe individual skills required to fulfill different life roles.
3. Identify environmental influences on attitudes, behaviors, and aptitudes.
4. Describe how one's behavior influences the feelings and actions of others.

Lesson Objectives:

1. Define the idea of self-esteem as it is reflected in behavior.
2. Identify ways of looking at one's self so as to get a sense of one's self-esteem and understand that most people are mixtures of high and low esteem.
3. Review the ways in which self-esteem develops as we grow in our families.
4. Suggest that it is possible to change one's sense of one's self-esteem.
5. Identify self-defeating attitudes which inhibit the drive toward change.
6. Emphasize that the goal of change is to build successes, to continue the process.
7. Suggest a process for raising self-esteem.

Resources:

A. Materials: Filmstrip, *Liking Me: Building Self-Esteem;* Sunburst Communications, 39 Washington Avenue, Pleasantville, NY 10570-9971

B. Equipment: Filmstrip/cassette projector;

C. Other: Plain and lined paper and pencil.

Time Requirement: One class period

Lesson content/description of activities: (Times approximate)

1. Instruct students to draw a picture of themselves (5 minutes).
2. Show part one of filmstrip (14 minutes).
3. Have students complete sentences in last frame of part one {Instructor may wish to distribute copies of the questions so filmstrip may be rewound and part 2 readied for viewing.} (5 minutes).
4. Ask for volunteers to read responses to class for discussion (5 minutes).
5. Show part two of film strip (11 minutes).
6. Use suggested activity from pp. 12-13 of filmstrip teacher's guide (5 minutes).

CAREER GUIDANCE LESSON PLAN

Subject Area:
x Self Knowledge
Education & Occupational Exploration
Career Planning

Grade level: Sixth

Competency: Knowledge of the influence of a positive self-concept.

Indicators:
1. Describe how one's behavior influences the feelings and actions of others.
2. Identify environmental influences on attitudes, behaviors, and aptitudes.
3. Describe positive characteristics about self as seen by self and others.
4. Demonstrate an understanding of environmental influences on behavior.

Lesson Objectives:
1. Define self-esteem.
2. Show why students should think about their self-esteem.
3. Present factors that influence self-esteem.
4. Show importance of having high self-esteem.
5. Present common effects of low self-esteem.
6. Have students assess feelings of their own self-esteem.
7. Present suggestions of how students can think positively about themselves.
8. Answer some commonly asked questions about self-esteem.

Resources:
A. Materials: Scriptographic booklet *What You Should Know about Self-Esteem;* Channing L. Bete, Co., Inc., South Deerfield, MA 01373
B. Other: Pencil and paper

Time Requirement: Three class periods

Lesson content/description of activities :
DAY ONE:
Cover pp. 2-5 of scriptographic booklet, *What You Should Know about Self-Esteem.*
Suggested activities:
Have students write ten positive thoughts about themselves.
Have students list one positive goal for themselves for the week, the marking period, the school year.
Have students list five positive things that have happened to them in school, at home, and with their friends in social situations. (One from each category.)
DAY TWO:
Cover pp. 6-9 of scriptographic booklet, *What You Should Know about Self-Esteem.*
Suggested activities:
Have students list two challenges they have accepted.
Have students list two people who have enriched their lives.
Have students list at least one improvement they have made through wholehearted effort.
Have students list new ways of doing things they would like to incorporate into their routine.
DAY THREE:
Cover pp. 10-15 of scriptographic booklet, *What You Should Know about Self-Esteem.*
Suggested activities Have students do questionnaire on pp. 10-11. Discuss.

CAREER GUIDANCE LESSON PLAN

Subject Area:
x Self Knowledge
Education & Occupational Exploration
Career Planning

Grade level: Sixth

Competency: Knowledge of the influence of a positive self-concept.

Indicators:
1. Describe how one's behavior influences the feelings and actions of others.
2. Identify environmental influences on attitudes, behaviors, and aptitudes.
3. Describe positive characteristics about self as seen by self and others.
4. Demonstrate an understanding of environmental influences on behavior.

Lesson Objectives:
1. Define self-esteem and give examples of what people with high self-esteem have in common.
2. Show how long term development of self-esteem is affected by positive and negative feedback.
3. Develop an understanding of how early adolescence presents difficulty in maintaining or improving self-esteem.
4. Develop an appreciation for personal successes.
5. Create an awareness of the importance of goal setting.
6. Develop an appreciation for the importance of positive thinking in helping attain goals and maintain self-esteem.
7. Develop an understanding of "body image" and identify problems and solutions.
8. Develop an appreciation for friendships and suggest ways of becoming a good friend.
9. Discuss social situations at home and school which could affect self-esteem positively and negatively. List ways to deal with problems.

Resources:
Materials:
Scriptographic booklet, *Let's Learn about Self-Esteem;* Channing L. Bete, Co., Inc., South Deerfield, MA 01373

Time Requirement: Five class periods (minimum).

Lesson content/description of activities
DAY ONE: Cover pp. 1-4; see objectives 1- 2.
DAY TWO: Cover pp. 5-6; see objectives 3-4.
DAY THREE: Cover pp. 7-9; see objectives 5-6.
DAY FOUR: Cover pp. 10-11; see objectives 7-8.
DAY FIVE: Cover pp. 12-15; see objective 9 .

CAREER GUIDANCE LESSON PLAN

Subject Area:

Self Knowledge

x **Education & Occupational Exploration**

Career Planning

Grade level: Seventh

Competency: Skills to locate, understand, and use career information.

Indicators:

1. Identify various ways that occupations can be classified.
2. Identify a number of occupational groups for exploration.
3. Identify skills that are transferable from one occupation to another.

Lesson Objectives:

1. Develop a personal interest profile based upon classification of interest areas according to: Things, Data, People, and Ideas.
2. Identify potential career choices based upon results of interest assessment.

Resources:

A. Materials: Interest assessment.

B. Equipment: Writing implements.

Time Requirement: One class period.

Lesson content/description of activities

1. Give brief overview of lesson objectives.
2. Distribute materials and explain directions for completion of interest assessment.
3. Students will complete interest assessment and compute results.
4. Review chart and add potential career choices to chart.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Seventh

Self Knowledge
x **Education & Occupational Exploration**
Career Planning

Competency: Skills to locate, understand, and use career information.

Indicators:
1. Identify various ways that occupations can be classified.
2. Identify a number of occupational groups for exploration.
3. Identify skills that are transferable from one occupation to another.
4. Identify sources to obtain information about occupational groups including self-employment.

Lesson Objectives:
1. Develop a personal interest profile based upon classification of interest areas according to COPSystem Interest Inventory categories.
2. Identify potential career choices based upon results of attached interest assessment.

Resources:

A. Materials:
Interest assessment questionnaire/score sheet.
Occupational interest clusters explanation sheets.
List of careers for occupational clusters.
Individual career data sheet.

B. Equipment: Pencils.

Time Requirement: Three class periods.

Lesson content/description of activities:

DAY ONE:
1. Distribute materials, give brief overview of assessment vehicle, and examine directions.
2. Orally present interest assessment questions #1-30. Discuss questions as need becomes evident through students responses.

DAY TWO:
1. Orally present interest assessment questions #31-70. Discuss questions as need becomes evident through students responses.
2. Total responses to questionnaire according to directions.

DAY THREE:
1. Have students volunteer to read occupational interest cluster descriptions aloud to class and discuss.
2. Have students volunteer to read list of careers for each of the occupational clusters and discuss individual careers with students as deemed appropriate.

CAREER GUIDANCE LESSON PLAN

Subject Area:
Self Knowledge
x Education & Occupational Exploration
Career Planning

Grade level: Seventh

Competency: Skills to locate, understand, and use career information.

Indicators:
1. Identify various ways that occupations can be classified.
2. Identify a number of occupational groups for exploration.
3. Demonstrate skills in using school and community resources to learn about occupational groups.
4. Identify sources to obtain information about occupational groups including self employment.

Lesson Objectives:
1. Develop a knowledge of the similarities and differences among occupational groups.
2. Create an awareness of matching individual career interests with career groups.
3. Compare individual interest profiles with standard scores of students in the same age group.
4. Use results of interest profiles to guide selection of school courses.
5. Use results of interest inventory to guide further exploration and career thinking.
6. Create awareness of additional resources available for career exploration.

Resources:

A. Materials:

One copy per student of *IDEAS: Interest, Determination, Exploration, and Assessment System,* National Computer Systems, Inc., P.O. Box 1416, Minneapolis, MN 55440

Several copies of *Occupational Outlook Handbook (OOH)* and *Dictionary of Occupational Titles, (DOT)*, both available through U.S. Department of Labor, Washington, D.C. 20212 or files of information on careers.

B. Equipment: #2 Pencil

Time Requirement: Five class periods for profile and initial analysis, plus time for extended individual exploration.

Lesson content/description of activities:

DAY ONE: INTEREST INVENTORY

Distribute materials, brief overview of profile, and examine directions on page 1 (15 minutes).
Complete page two, interest inventory (25 minutes).
Collect materials (5 minutes).

DAY TWO: SCORING YOUR RESULTS

Distribute materials, review interest inventory (10 minutes).
Examine directions on p. 3 for computation of interest inventory score (10 minutes).
Compute scores on p. 4 (20 minutes).
Collect materials (5 minutes).

DAY THREE: COMPARING YOUR RESULTS

Distribute materials, review scoring (5 minutes).
Examine directions on p. 5 and complete Profile section on p. 6. Transfer results to profile form on p. 8. Collect p. 6 for student folders (40 minutes).

DAY FOUR: UNDERSTANDING YOUR INTEREST PROFILE

Discuss pp. 8-11, *Understanding Your Interest Profile* and provide individual assistance to students in reviewing and analyzing results.

DAY FIVE: INDIVIDUAL OCCUPATIONAL EXPLORATION

Have students research career fields in OOH and DOT. See directions at top of page 10

CAREER GUIDANCE LESSON PLAN

Subject Area:

Self Knowledge
Education & Occupational Exploration
x Career Planning

Grade level: Eighth

Competency: Understanding the process of career planning.

Indicators:

1. Demonstrate knowledge of exploratory processes and programs.
2. Describe how career development is a continuum with a series of choices.
3. Develop an individual career plan, updating information from elementary level plan.

Lesson Objectives:

1. Students will be able to define career planning, express why it is important, and identify career planning resources.
2. Students will be able to develop a self-assessment process.
3. Students will learn strategies to learn about available careers.
4. Students will learn strategies to find the jobs they want.
5. Students will develop strategies to get job interviews.

Resources:

A. Materials: Scriptographic booklet *What Everyone Should Know about Career Planning.*
B. Equipment: Pencils

Time Requirement: Minimum of one class period.

Lesson content/description of activities:

Examine booklet with students, discussing specific points as deemed appropriate.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Eighth

Self Knowledge
Education & Occupational Exploration
x Career Planning

Competency: Understanding the process of career planning.

Indicators:

1. Identify possible outcomes of decisions.
2. Identify ways in which decisions about education and work relate to major life decisions.
3. Describe advantages and disadvantages of various life role options.
4. Develop an individual career plan, updating information from the elementary level plan and including tentative decisions to be implemented in high school.

Lesson Objectives:

1. Students will develop an understanding of decision making and reasons why people work.
2. Students will develop an understanding of how to plan a career and how work influences their lives.
3. Students will understand themselves, develop self-profiles, identify different types of employment, and narrow the prospects of specific career pursuits.
4. Students will develop a comprehensive educational plan beginning with high school course selection and extending to avenues of training after graduation.

Resources:

A. Materials: Scriptographic booklet *After High School...What?*
B. Equipment: Pencils

Time Requirement: Three class periods

Lesson content/description of activities

DAY ONE:

Examine pages 1-5 in booklet with students, discussing specific points as deemed appropriate.

DAY TWO:

Examine pages 6-9 in booklet with students, discussing specific points as deemed appropriate.

DAY THREE:

Examine pages 10-15 in booklet with students, discussing specific points as appropriate.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Eighth

Self Knowledge
Education & Occupational Exploration
x Career Planning

Competency: Understanding the process of career planning.
Indicators:

1. Identify various ways that occupations can be classified.
2. Identify a number of occupational groups for exploration.
3. Identify sources of employment in the community.
4. Identify skills that are transferable from one occupation to another.

Lesson Objectives:

1. To encourage students to think positively about their career options.
2. To introduce the Holland Hexagon and its categories of personality patterns and vocational environments.
3. To show how the different personality types overlap and combine.
4. To help students identify their own personality pattern and illustrate how this knowledge can help in making career decisions.
5. To explore the relationship between personality patterns and jobs of the '90's.
6. To illustrate some jobs of the '90's that are suitable for many of the personality types and combinations.

Resources:

A. Materials: *Jobs for the '90's.* [filmstrip/cassette from Pleasantville Media, Suite HW, P.O. Box 415, Pleasantville, NY 10570]
B. Equipment: Dukane filmstrip/cassette projector.
C. Other: Attached materials; teacher's guide.

Time Requirement: Five class periods

Lesson content/description of activities:

DAY ONE:
Distribute Career Planning Narrative, Assessment Instrument, Career Personality Types Description, and Occupational Classification Sheet.
Present overview of week's activities; read and discuss narratives; show part I of filmstrip.

DAY TWO:
Complete assessment instrument; read and discuss career personality types descriptions.

DAY THREE:
Discuss directions for Occupational Classification Sheet; show part two of filmstrip and have students record occupations discussed in appropriate sections of Occupational Classification Sheet. (Discuss as warranted.)

DAY FOUR:
Review Occupational Classification Sheet; show part three of filmstrip and have students record occupations discussed in appropriate sections of Occupational Classification Sheet. (Discuss as warranted.)

DAY FIVE:
Review Occupational Classification Sheet; show part three of filmstrip and have students record occupations discussed in appropriate sections of Occupational Classification Sheet. (Discuss as warranted.)

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Ninth

Self Knowledge
Education & Occupational Exploration
x Career Planning

Competency: Skills to make decisions.

Indicators:

Demonstrate responsibility for making tentative educational and occupational choices.

Lesson Objectives:

1. All students will list steps in the decision-making process.
2. All students will identify two decisions made on a daily basis and apply the steps in the decision-making process.

Resources:

Materials:

1. *Succeeding in the World of Work;* Glencoe Publishing, 1981.
2. *The Dynamics of Work;* Southwestern Publishing, 1984.
3. *How to Plan and Conduct an Effective Work Search Campaign;* NJ Department of Labor.
4. *Exploring Careers: The ASVAB Workbook;* Department of Defense.
5. *Choicercises: Building Students' Academic Muscle;* US West Education Foundation, Seattle, Washington, 1986.

Time Requirement: One class period.

Lesson content/description of activities

1. Select decision-making situation based on the interest of the class and set up the scenario.
2. Students decide what they would do and share their answers.
3. Discuss the need for a decision-making process.
4. As a class, develop a process for effective decision-making. Include:
   A. Define needs.
   B. Analyze resources.
   C. Identify choices.
   D. Gather information.
   E. Evaluate.
   F. Make decisions.
   G. Review goal.
5. Students identify decisions they make on a daily basis.
6. Select three decisions and apply the decision-making process.

CAREER GUIDANCE LESSON PLAN

Subject Area:

x Self Knowledge
Education & Occupational Exploration
Career Planning

Grade level: Ninth

Competency: Understanding the influence of a positive self-concept.

Indicators:

1. Identify and appreciate personal interests, abilities, and skills.
2. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational and career goals.

Lesson Objectives:

1. All students will describe one personal strength and one weakness.
2. All students will identify an individual hero and list three of his/her positive traits.

Resources:

Materials: *Choicercises, by Paula C. Lowe* (US WEST Education Foundation, 720 Olive Way, Suite 1725, Seattle, Washington 98101)

Time Requirement: Two class periods

Lesson content/description of activities

1. Describe personal strengths and weaknesses.
2. Describe skills, disciplines, characteristics, attitudes, and behaviors needed to successfully achieve personal goals.
3. Use exercises *Hello, It's My Hero.*
4. Discuss why you admire and respect a certain individual as a role model/hero.
5. Discuss what personal attributes are needed to become as successful as your hero.

CAREER GUIDANCE LESSON PLAN

Subject Area:

x Self Knowledge

Education & Occupational Exploration

Career Planning

Grade level: Ninth

Competency: Understanding the impact of growth and development.

Indicators:

Describe how developmental changes affect physical and mental health.

Lesson Objectives:

1. All students will identify three ways in which physical appearance has an impact on one's image.
2. All students will name two methods of projecting positive personality traits.

Time Requirement: One class period.

Lesson content/description of activities

Oral discussion in small groups on the following topics:

1. Explain the effect that physical appearance has on your image.
2. Define the personal habits that affect your appearance.
3. Define the personality traits that help determine your attractiveness to others.
4. Define ways in which you can project positive personality traits.
5. Identify the major causes of image changes you may expect during your lifetime.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Tenth

x Self Knowledge
Education & Occupational Exploration
Career Planning

Competency: Understanding the influence of positive self-concept.

Indicators:

1. Identify and appreciate personal interests, abilities, and skills.
2. Demonstrate the ability to use peer feedback.

Lesson Objectives:

1. After completing *Choicercises*, all students will identify five life factors that are significant.
2. All students will name three life factors they can control.
3. All students will identify three life factors which cannot be controlled.

Resources:

Materials: *Choicercises* US WEST Educational Foundation, 720 Olive Way , Suite 1725, Seattle, Washington 98101) *Hello, It's Me,* Exercise F and worksheet.

Time Requirement: 1 class period.

Lesson content/description of activities

Use *Hello, It's Me* exercises to guide class and small group discussions, emphasizing specific points as deemed appropriate.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Tenth

Self Knowledge
Education & Occupational Exploration
x Career Planning

Competency: Understanding continuous changes in male/female roles.

Indicators:

Identify factors influencing the changing career patterns of women and men.

Lesson Objectives:

1. All students will name two traditional and two non-traditional roles of males and females.
2. All students will identify the changes in male/female roles over the last three generations.
3. All students will describe four problems associated with non-traditional roles.

Resources:

A. Materials:

1. *Twenty Facts on Woman Workers*; Pennant Educational Materials, 1975.
2. "A Case Study: Changing Roles."
3. "Man's Role and Woman's Role in the Family."
4. "The Working Woman"; *Ladies Home Journal* 1975.
5. "Working Women have 2 Jobs"; *Asbury Park Press.*
6. *Career Opportunities for Women*; Channing L. Bete Co., 1977.

B. Other:

Video of *Wonder Years* or similar type show. (TV viewing may be a homework assignment.)

Time Requirement: One class period.

Lesson content/description of activities

1. View video of *Wonder Years* or similar type show, noting traditional male/female roles.
   Option if no video is available: before day of class, assign students to watch the show on TV.
2. Guided class discussion on the changing nature of traditional male/female roles.
3. Read the materials identified above (or similar) to further discussion as deemed appropriate.
4. Guided discussion on the dual role of working wives/mothers.

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CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Tenth

- **x Self Knowledge**
- Education & Occupational Exploration
- Career Planning

Competency: Skills to interact positively with others.

Indicators:

1. Demonstrate effective interpersonal skills.
2. Demonstrate the interpersonal skills required for working with and for others.

Lesson Objectives:

1. All students will list three benefits of cooperation.
2. All students will identify one problem in working in groups.
3. All students will list two positive cooperation interactions they noted during taping of a presentation on attaining their careers.

Resources:

A. Materials:

1. Instructional materials on how to give an effective presentation (especially videos if available).
2. Creative materials necessary to construct demonstrative audio-visual materials, charts, poster boards, markers, pictures, computer print-outs, etc.

B. Equipment:

Video equipment to tape demonstrations.

Time Requirement: Three class periods.

Lesson content/description of activities

1. Pass out or view instructional materials on how to give an effective presentation and guide discussion.
2. Students work in small groups to develop a mini-presentation convincing peers they are capable of achieving their career plan.
3. Students prepare audio-visual aids and handouts for the presentation.
4. Videotape each group giving its presentation.
5. Guide class selection of the most convincing presentation.
6. Identify and discuss the problems in working in groups, how they were resolved and the importance of cooperation.

CAREER GUIDANCE LESSON PLAN

Subject Area:

x Self Knowledge

Education & Occupational Exploration

Career Planning

Grade level: Eleventh

Competency: Understanding the impact of growth and development.

Lesson Objectives:

1. All students will explain the difference between external changes that affect your surroundings and internal changes that apply specifically to you.
2. All students will list two short term individual changes.

Indicators:

Describe how developmental changes affect physical and mental health.

Resources:

Materials:

1. Text and workbook: *The Dynamics of Work;* by Willard R. Daggett, Ed.D, South Western Publishing Co., Chapter 13, pages 216-228.
2. *Ten Thousand Graduates...Ten Thousand Jobs*, (Ten-K) handouts, classroom materials.

Time Requirement: One class period.

Lesson content/description of activities:

1. Describe an obstacle that you have had to overcome, how you dealt with it, and how you would advise your peers to combat the same or a similar situation.
2. Name two physical changes and two emotional changes in students' lives.
3. Describe the types of changes that affect an 11th grader in the 1990's (external and internal).
4. Indicate short term individual changes from last year to this year, last month to this month, last week to this week, yesterday to today.
5. Use text and handouts, discussing specific points as deemed appropriate.

CAREER GUIDANCE LESSON PLAN

Subject Area:

Self Knowledge

x **Education & Occupational Exploration**

Career Planning

Grade level: Eleventh

Competency: Skills to locate, evaluate and interpret career information.

Indicators:

Demonstrate use of a range of resources.

Lesson Objectives:

1. All students will use the job classified sheet to locate occupations with the most and least listings.
2. All students will name four occupations which are in demand today.

Resources:

A. Materials:

1. Classified job listing page from the newspaper.
2. Handouts from a variety of career materials.

B. Other:

1. List of sources of job information.
2. Occupational Outlook Handbook.

Time Requirement: One class period.

Lesson content/description of activities:

1. Review with students resources which give information regarding salary ranges and educational background needed for certain occupations.
2. Students work in small groups to project highest and lowest demand jobs.
3. Pass out handouts and newspaper pages.
4. Locate separate job categories in newspaper listings.
5. Identify the job category with the most listings.
6. Discuss local labor market vs. national statistics.
7. Identify the job category with the fewest listings.
8. Identify the top five jobs in demand in this local labor market.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Eleventh

x **Self Knowledge**
Education & Occupational Exploration
Career Planning

Competency: Understanding the impact of growth and development.

Indicators:
Describe healthy ways of dealing with stress.

Lesson Objectives:
1. All students will define stress.
2. All students will identify three healthy ways of dealing with stress.
3. All students will list three different types of stress.

Resources:
Materials:
Text and workbook: *The Dynamics of Work*, by Willard R. Daggett, Ed.D, South Western Publishing Co., Chapter 15.

Time Requirement: Two class periods.

Lesson content/description of activities
1. Students list one situation in which they felt stressed and one in which they experienced rejection.
2. Define stress and explain how the problem solving process may be used to deal with stress.
3. Discuss three different types of stress (home, school, work).
4. Define the emotional factors often involved in stress.
5. Define rejection and how to cope with it.
6. Discuss specific points in *The Dynamics of Work* as deemed appropriate.
7. Based on the interests of the class, describe six conflicts and use the problem solving process to provide solutions for their resolution.

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CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Twelfth

Self Knowledge
x **Education & Occupational Exploration**
Career Planning

Competency: Skills to prepare to seek, obtain, maintain, and change jobs.

Indicators:

Demonstrate skills and behaviors necessary for a successful job interview.

Lesson Objectives:

1. All students will identify three methods of creating a positive impression during an interview.
2. Ninety percent of the students will identify the steps in the interview process.

Resources:

A. Materials:

1. *Succeeding in the World of Work;* Glencoe Publishing, 1981.
2. *The Dynamics of Work;* Southwestern Publishing, 1984.
3. *How to Plan and Conduct an Effective Work Search Campaign;* NJ Department of Labor.
4. *Exploring Careers: The ASVAB Workbook;* Department of Defense.
5. *Choicercises: Building Students' Academic Muscle;* US West Education Foundation, Seattle, Washington, 1986.
6. *Job Interview Skills;* Channing L. Bete Co., 1985.
7. *What You Should Know About Getting a Job;* Channing L. Bete Co., 1982.

Time Requirement: One class period.

Lesson content/description of activities:

1. Students work in groups to identify the important skills for a job interview.
2. Groups report and compare findings.
3. Identify and discuss the steps in the interview process.
4. List the documents and references which should be brought to an interview.
5. Have several students role play a job applicant being interviewed.
6. Class will critique each interview and suggest ways to increase the applicant's opportunity to obtain the job.

CAREER GUIDANCE LESSON PLAN

Subject Area:

x Self Knowledge

Education & Occupational Exploration

Career Planning

Grade level: Twelfth

Competency: Understanding the influence of a positive self-concept.

Indicators:

Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Lesson Objectives:

1. Each student will identify three of his/her positive characteristics.
2. Each student will write a cover letter, which contains no errors, for his/her resume.

Resources:

Materials:

Text and workbook: *The Dynamics of Work*, Chapter 10.

Time Requirement: Two class periods.

Lesson content/description of activities

1. Examine chapter 10 in text with students, discussing specific points as deemed appropriate.
2. Discuss life style, community, transportation, and general environmental aspects that affect your attitude.
3. Have students list as many positive characteristics about themselves as they can think of.
4. Write a convincing cover letter incorporating these characteristics that will accompany your resume to a perspective employer.

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CAREER GUIDANCE LESSON PLAN

Subject Area:

x **Self Knowledge**
Education & Occupational Exploration
Career Planning

Grade level: Twelfth

Competency: Skills to interact positively with others.

Indicators:

1. Demonstrate effective interpersonal skills.
2. Demonstrate appropriate employer and employee interactions in different situations.

Lesson Objectives:

1. Seventy percent of the students will identify one interpersonal skill demonstrated by an employer in a role playing situation.
2. Eighty percent of the students will identify two problems related to an inability to work well with others.

Resources:

Materials:

1. Create corporate role playing situations that will highlight: Group Dynamics, resolving problems within a group situation, making business decisions that are best for your company.
2. Develop 5-6 case studies on a 12th grade level which are relevant to your student body and can be utilized in the aforementioned Group Dynamics exercises.

Time Requirement: One class period.

Lesson content/description of activities

1. Review the importance of employability skills.
2. Students role play three to four teacher-defined job situations.
3. After each role playing situation, guide discussion regarding the appropriateness of the behavior of each employer and employee.
4. Have students suggest a problem which can arise in a job setting and repeat the role playing and class discussion activities.

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CHAPTER VII

EVALUATION

The entire school community, business community, and community at large will benefit from this program. Additionally, counselors are now afforded the chance to validate their role by producing and delivering curriculum as part of the "Guidance Program." Historically, counselors have had to justify their existence on a one-to-one and problem-to-problem basis. A budget cut usually meant elimination of a guidance service. If counselors deliver services and curriculum and are perceived as doing so, they will no longer have to constantly explain their role. School services are often eliminated; school curriculum rarely is. Therefore, it is essential that evaluation data be collected which indicates the importance of the comprehensive career development program.

A Comprehensive Developmental Career Guidance Program can be evaluated in the following manner:

- A student's Individual Career Plan (ICP) can be assessed and evaluated at each level, and a high school exit poll can be administered.
- A Parental Survey can be conducted.
- Teachers, supervisors, and administrators can be polled.

Using the results of any or all of the above, curriculum can be written, adjusted and revised.

Success in this area will be cumulative and substantiated. Positive evaluation results should be seen as students graduate feeling more secure about themselves and more focused on their future and the world of work.

Following is a sample system of individual career plans for which curriculum delivery strategies can be adapted.

CAREER DEVELOPMENT PROGRAM
Individual Career Plan

Grades K - 1

Name _____ Teacher _____

Date _____ Counselor _____

Directions: Complete all blanks.

KINDERGARTEN: *Draw a picture of someone at work.*

1ST: *Draw a picture of someone working at a job you might like to do.*

CAREER DEVELOPMENT PROGRAM
Individual Career Plan

Grade Two

Name _____ Teacher _____

Date _____ Counselor _____

Directions: Complete all blanks.

A. Tell what different family members do at work.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

CAREER DEVELOPMENT PROGRAM
Individual Career Plan

Grades Three, Four, Five

Name _____ Teacher _____

Date _____ Counselor _____

Directions: Complete all blanks.

GRADE 3

A. List several jobs people have who work at school.

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

GRADE 4

B. List several jobs people have who work in your community.

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

GRADE 5

C. List several jobs people have who work in our country.

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

CAREER DEVELOPMENT PROGRAM
Individual Career Plan

Grade Six

Name _____ Teacher _____

Date _____ Counselor _____

Directions: Complete all blanks.

A. School subjects which most interest me are:

1. _____

2. _____

B. My hobbies are:

1. _____

2. _____

C. The things I like about myself are:

1. _____

2. _____

D. My friends like me because:

1. _____

2. _____

E. I was proud when I:

1. _____

2. _____

F. People I most admire are:

1. _____

2. _____

CAREER DEVELOPMENT PROGRAM
Individual Career Plan

Grade Seven

Name _____ Teacher _____

Date _____ Counselor _____

Directions: Complete all blanks.

A. School subjects which I am the most successful at:

1. _____

2. _____

B. I spend my leisure time:

1. _____

2. _____

C. Interesting occupations which I see people involved in on TV are:

1. _____

2. _____

D. My teachers like me because:

1. _____

2. _____

E. I was proud when I improved:

1. _____

2. _____

F. People I would like to work with are:

1. _____

2. _____

CAREER DEVELOPMENT PROGRAM
Individual Career Plan

Grade Eight

Name _____ Teacher _____

Date _____ Counselor _____

Directions: Complete all blanks.

A. School subjects which could possibly lead to a career choice are:

1. _____
2. _____

B. Hobbies which might lead to a career are:

1. _____
2. _____

C. My positive work traits are:

1. _____
2. _____

D. What my friends, teachers or parents see me doing in the future:

1. _____
2. _____

E. Because of my career interests, my choices for 9th grade courses are:

1. _____
2. _____
3. _____
4. _____

F. People whom I most admire for the work they do are:

1. _____
2. _____
3. _____
4. _____

G. Career areas I am interested in are:

1. _____
2. _____
3. _____

H. Specific careers that interest me are:

1. _____
2. _____
3. _____

I. Times when work I produced made me proud:

1. _____
2. _____
3. _____

CAREER DEVELOPMENT PROGRAM

Individual Career Plan

Grade Nine

Name _____ _____Teacher_____

Date _____Counselor _____

Directions: Complete all blanks.

A. Careers that relate to my favorite school subjects are:

1. _____
2. _____

B. I would volunteer to do work as:

1. _____
2. _____

C. My employability skills are:

1. _____
2. _____

D. My abilities indicate I have an aptitude for work such as:

1. _____
2. _____

E. Specific school assignments I have enjoyed doing and have done well are:

1. _____
2. _____

F. Types of people I would most like to work with are:

1. _____
2. _____

G. Career areas my interest inventory indicates that I am interested in are:

1. _____
2. _____
3. _____

H. Specific careers that interest me within these areas are:

1. _____
2. _____
3. _____

I. Because of my career interests, my choices for 10th grade courses are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

CAREER DEVELOPMENT PROGRAM

Individual Career Plan

Grade Ten

Name _____ Teacher _____

Date _____ Counselor _____

Directions: Complete all blanks.

A. Within my favorite school subjects, I have found the following possible job areas that interest me:

1. _____

2. _____

B. As part of a shadowing program, I would like to work with:

1. _____

2. _____

C. Some avenues of education are:

1. _____

2. _____

3. _____

D. My most important work values are:

1. _____

2. _____

E. Specific school related extracurricular activities I enjoy are:

1. _____

2. _____

F. Work settings I would feel comfortable in:

1. _____

2. _____

G. Career clusters I have explored are:

1. _____

2. _____

3. _____

H. Specific careers that interest me within these clusters are:

1. _____

2. _____

3. _____

I. Because of my career interests, my choices for 11th grade courses are:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

CAREER DEVELOPMENT PROGRAM
Individual Career Plan

Grade Eleven

Name _____ Teacher _____

Date _____ Counselor _____

Directions: Complete all blanks.

A. Subject areas I would like to take more electives in are:

1. _____
2. _____

B. I would like to participate in a work study program working as a:

1. _____
2. _____

C. Types of education after high school which I am leaning toward now are:

1. _____
2. _____

D. I have changed my opinion recently about:

1. _____
2. _____

E. I have recently developed new interests in areas such as:

1. _____
2. _____

F. Concerning the future, I would like to spend more time considering:

1. _____
2. _____

G. Careers I have recently become interested in are:

1. _____
2. _____
3. _____

H. At this time, I have the following concerns about the future:

1. _____
2. _____
3. _____

I. Because of my career interests, my choices for 12th grade courses are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

CAREER DEVELOPMENT PROGRAM

Individual Career Plan

Grade Twelve

Name _____ Teacher _____

Date _____ Counselor _____

Directions: Complete all blanks.

A. Two areas which interest me enough to pursue a career are:

1. _____

2. _____

B. I have decided to continue education by:

1. _____

2. _____

C. Specific places I will apply to are:

1. _____

2. _____

3. _____

D. Other things I plan to do in order to best prepare me for this career is:

1. _____

2. _____

3. _____

E. Describe dreams for your life and how you see your life when you are in your mid-twenties:

_____

_____

_____

F. Define some specific short-term and long-term goals which will be necessary for you to realize your dreams:

_____

_____

_____

CHAPTER VIII

PUBLIC RELATIONS

The importance of publicizing the district comprehensive career guidance program cannot be overemphasized. During a time of fiscal restrictions, many good programs are being cut. Usually, those programs that are well known are not cut. Use cable TV, local newspapers, radio, civic, or business groups or any other vehicle to get the message out about the program.

Publicity must be generated within the school district itself as well as in the local community. The support of key administrators and policy makers is critical to the continuation and expansion of the program.

The following suggestions are given to assist the district in developing and implementing strategies to showcase the comprehensive career guidance and counseling program.

- Utilize the expertise of any advisory board member from the public relations realm.
- Be on the alert for parents who can assist with media efforts.
- Issue news releases for any exciting program activities
- Take photographs when appropriate.
- Write articles for the school newsletter.
- Submit articles to county, state and national associations.
- Give presentations on the program during district in-service days.
- Volunteer to present at national and state conferences.
- Disseminate copies of all articles to administrators and local Board of Education members.
- Create a school bulletin board.
- Compile a scrapbook on program activities.
- Involve parents in activities wherever possible.

In Neptune, during the second year, key program staff met with the education committee of the Board of Education several times to keep them abreast of efforts. A presentation showcasing the materials that had been developed (lesson plans and scope and sequence which are reprinted in Chapter Six and the publicity brochure which is reprinted in this chapter) was made before a general Board of Education meeting.

During the third year a great deal of publicity was generated through the Board of Education publication *School Scene*. This is a school related publication which is sent to every home in Neptune. A front page article described the project and its benefits for the students in Neptune. A copy of the article is included in this manual.

Neptune Township
School Scene
Vol. XVIII No. 2 Neptune Township Board of Education, Neptune, NJ 07753 March 1991

Neptune Develops State Model Career Guidance Curriculum

A career guidance program which will serve as a model for schools throughout the state of New Jersey is being developed in Neptune. A series of grants obtained from the Bureau of Vocational Guidance of the NJ State Department of Education has enabled Neptune to begin implementation of innovative career development ideas into a system which will be delivered as a career guidance program to students in grades K-12. "We are working to make career guidance an on-going program which will deliver needed career related information to our students," Career Counselor and Project Coordinator Russ Walling explained.

National Exposure

The National Occupational Information Coordinating Committee (NOICC) provided funding for Neptune to begin planning for career guidance two years ago. After a system-wide assessment of the needs areas which should be addressed, a series of lesson plans were developed. Three lesson plans for each grade, K-12, were written by staff members and assembled into booklets. The booklets, with brochures outlining the areas to be addressed, have been distributed nationally by the Bureau of Vocational Guidance of the NJ State Department of Education. Response to the lesson plans has been enthusiastic.

Cycle Program in Middle School

At the middle school, a cycle program in the sixth, seventh and eighth grades will focus on the importance of a positive self concept, acquaint students with the world of work, and emphasize the importance of planning for the future. The sixth grade cycle helps students develop positive self-esteem and understand their value to society. In the seventh and eighth grades, students receive a series of career awareness activities which acquaint them with career options which suit their personal interests and aptitudes. The Middle School Career Resource Center is equipped with (CIDS) which is a computer based Career Information Delivery System. (CIDS) gives students access to a large database which helps them match their fields of interest with career options. The Neptune is one of a few middle schools in the state with this system.

Career Counselor Russ Walling assists eighth grader Joy Miller with work on CIDS Program in Middle School Career Resource Center.

H.S. Career Center

A Vocational Career Guidance Resource Center is being established at the high school and will be equipped with six computer terminals which will run Discover, a state-of-the-art career planning system. Developed by the American College Testing Service (ACT), Discover offers the widest range of computer-based career planning support systems available. There are seven program modules. High school students will be scheduled to complete two modules of the program in grades 9, 10 and 11 and seniors and others will be able to use module 7 as an information source for college and career planning.

Regional Symposiums

Earlier this year, Middle School Guidance Chairperson Arlene Schacht and Walling along with State Career Guidance Specialists, conducted three regional Career Guidance Symposiums which familiarized other QEA district personnel with the National Career Guidance Guidelines and with the Neptune project. The group will be conducting a state-wide Career Guidance Conference in April for all New Jersey districts. "Neptune should be proud that it has taken a leadership role in the area of career guidance. Our involvement in such a worthwhile project will benefit our students and other students around the state for years to come." Walling stated.

Vote Moved to April 30

The Annual Board of Education Election and Referendum originally scheduled for April 2 has been move back four weeks to April 30.